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ABSTRACT

Focusing on language experiences as the key to effective learning and living, this Oklahoma state curriculum publication for grades one through twelve suggests viable alternatives in learning to cope with a world that demands immediate changes, adaptive solutions to a nonstatic environment, and a mental flexibility for harmonious interaction with fellow workers and learners. Teachers are urged to place more stress on learning, and lists of teaching trends and expected outcomes are provided. Each of the four "banks of ideas" consists of about fifty classroom experiences, for each of which information is given on emphasis, the learning objective, suggested materials, teaching strategies, learning activities, and evaluation. A booklet containing supplementary materials serves as a companion guide in implementing this program. Contents include twenty categories covering the various language arts activities. (JM)

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A BANK OF IDEAS
(Experiences in Language)

Grades 1-12

(For Classroom Use Only)

Prepared by
The State Language Arts Curriculum Committee

under the direction of
Bennie Raine
Language Arts Specialist

in cooperation with the
OKLAHOMA COUNCIL OF TEACHERS OF ENGLISH

and the

OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION
L.R. Westfall, Chairman

CURRICULUM SECTION
Clifford Wright, Administrator

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent

CS 201 407

FOREWORD

As I examined *A Bank of Ideas*, it seemed to me that English language arts teachers are making an attempt to share their creative ideas for involving students in reacting through personal or vicarious experiences to learning situations common to this subject area. In some instances, the students, themselves, were being given the opportunities to devise their own learning situations.

The pressures of education today are forcing teachers and students alike to examine similar and familiar experiences from their own vantage points. Each has his own special ideas, his own individual slant. Yet, each must realize his ideas and his slant are overlaid by the experiences of every other individual who comes into contact with them. It is the hope of the Oklahoma State Department of Education that *A Bank of Ideas* will be accepted in that light. Thus our students from kindergarten through grade twelve may be given the experiences of expressing their ideas orally and in writing, of overlaying the ideas they meet through peer discussion and through their study of literature, and of developing the ability to discuss divergent ideas, even argue about ideas, with a feeling of comfortable give and take, rather than one of personal attack.

The State Department gratefully acknowledges the contributions of every English teacher involved in making of *A Bank of Ideas*, and is pleased to offer it to all teachers in Oklahoma as an aid for enhancing their effectiveness in the teaching of English language arts.

Leslie Fisher

State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

The teacher frequently brings into a teaching situation not merely knowledge of the subject matter or method of instruction, but many creative ideas as well. These ideas cannot be utilized by other teachers unless they are incorporated in a bulletin of this type.

The State Department of Education gratefully acknowledges the contributions of the State Committee Members of the Oklahoma Curriculum Improvement Commission and the Oklahoma Council of Teachers of English who contributed their ideas, resources, efforts and research to the publication of this material.

Appreciation is expressed to each person who helped in making this publication a reality. Without such professional interest and unselfish commitments of energy and time, state curriculum publications of this type could not be produced.

We are especially appreciative to Mrs. Wilma Mitchell, secretary to the Curriculum Section, for her untiring efforts in preparing the material for publication.

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INTRODUCTION

At the heart of education lie language experiences, a term for all language activities, including observing, listening, speaking,reading,writing, and thinking. Language is the key to effective learning and living. It permeates all the areas of living in and out of school directly and indirectly.

A BANK OF IDEAS is an attempt by Oklahoma teachers to help one another set a living-learning atmosphere in language classrooms.

Each of the ideas has been classroom tested; yet, each may need adaptation for use in other classrooms because of the uniqueness of each student's learning style and capability. The needs of the students in different schools can only be met by the teacher who knows the student, the school, and the community. Therefore, A BANK OF IDEAS is submitted to be used and adjusted, not only by teachers, but by the students as well. Feedback from parents in the local school districts might, also, be valuable in adapting the ideas to meet local needs.

Because the learning acitivities can be used at many levels, skill development has not been designated at specific grades. However, A BANK OF IDEAS is designed to demonstrate as nearly as possible, under each teaching objective, a continuum of learning experiences from 1 through 12. The learning activities are designed to help the student develop the concept that the study of language in school is a vital part of their interaction during each day in and out of school. The keynote is student involvement.

This state curriculum publication is limited. It cannot list everything to be taught in each school. It cannot name specific materials to be used. It is not a course of study. Its reason for coming into existence is to set the tone for planning and revising guides used in individual schools.

It is the wish of the contributors that A BANK OF IDEAS will serve as an aid to enhance the student's language experiences and his awareness of his purposes in studying English, along with the use of basic texts and any materials the teacher wishes to use.

FOCUS

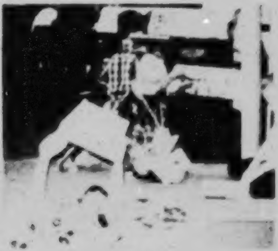
Everyday everyone becomes more aware of the rapid changes that occur from Main Street to Wall Street. No one, regardless of how remote he is from the large community can miss this acceleration with which the technological age has confronted us. Like the people of the seventeenth century, we are finding that the overwhelming volume of new knowledge calls traditional concepts and solutions into doubt. No longer can we rely on information of the past to pave the way to the future. In short, the future overtakes the past before it ever arrives. These societal problems call for a new approach to learning, if indeed, society is to survive.

In the nineteenth century parents sent their children to the school house to acquire basic skills -- the ubiquitous 3 R's. Today parents can send their children to a distributing outlet to purchase hand computers that give more accurate answers better and faster than the human mind can ascertain. This computer solution to problems worked satisfactorily until the impact of collecting information lost its novelty and the students suddenly realized that the joy or excitement of flexing their sensory and cognitive muscles had disappeared. Their learning styles had become flabby and they were mentally poor with excessive spare tires of information. Gathering information for the sake of information was a sterile exercise. Schools were manufacturing look-see products that found themselves turned out into a marketplace where diversity, plurality, and selectivity are prerequisites for negotiations.

When the students, crammed with their facts, could not transact in the marketplace, they quite naturally rebelled. The turbulent decade of the sixties serves to illustrate how convulsive and non-self-containing standardized information can be when learning is perceived only as an accumulation of empirical facts and figures.

Within the context of explorations and research by recent critics of constructed, created education, we have designed this idea bank to suggest viable alternatives in learning how to cope with the work-a-day world that demands immediate changes, adaptive solutions to a nonstatic environment, and a mental flexibility for harmonious interaction with fellow workers and learners.

Trends in the learning process have pointed to critical directions that language experiences must take. It is imperative that Oklahoma language arts teachers PLACE MORE STRESS ON LEARNING.



TEACHING TRENDS

1. Emphasize learning experiences and styles unique to personal development.
2. Stress student use of language; concentrate on dynamic employment of language, rather than pencil and paper marking and filling in exercises.
3. Incorporate all media as well as the printed word
4. Recognize the fact that schools must reflect the plurality of American culture.
5. Make verbal interaction the heart of the program.
6. Include forms of speech such as daily conversation, small and large group discussion, forum, monologue, role playing, improvisation, and oral interpretation of literature.
7. Concentrate on a few learning objectives at one time.
8. Build concepts with physical, oral, written, and evaluative activities.
9. Emphasize student investigation and problem solving.
10. Encourage students to recognize alternative solutions on many levels; social, philosophical, and political; and to develop a tolerant attitude toward choices made by other members of society.
11. Use pantomime and dramatization at every level as an organic method of learning.
12. Produce language in social situations; playing games of logic and thinking, discussing with peer groups, collaborating on revising compositions, and verbalizing cognitive tasks.
13. Stress the concept that language development will affect the pupil as a learner and as a human being.
14. Conduct English usage lessons orally to provide students with ear training for acceptable forms.

EXPECTED OUTCOME

In balance with his capabilities, the student will be able

1. to observe details and, using all his senses, relate the details to his total environment
2. to use oral speech forms and techniques appropriate to his purpose
3. to apply the skills of marginal listening, attentive listening, appreciative listening, and analytical listening to oral communication in which he is involved
4. to interpret with understanding the materials he reads
5. to communicate in written language
6. to apply logic and analysis in problem solving
7. to work independently, to assume responsibility, and to display self-motivation
8. to identify reasons for and to make value judgment

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IDEAS (I)

WHAT AM I SAYING? (I)

Emphasis:

Stimulate thinking and oral speech development.

Learning Objective

Student will demonstrate his ability to think and speak before his classmates.

Suggested Materials:

Bulletin materials:
Animal pictures
Pictures of individual persons showing different moods.

Teaching Strategies

1. Provide pictures of animals depicting different moods.
2. Encourage students to bring pictures of animals.
4. Elicit types of moods animal's faces show. (Use pictures of people to illustrate moods - anger, happiness, sadness, wonder, amazement, content, jealousy.)
7. Tape or have teachers aide or teacher write what the children say.
8. Have it typed and mounted beside the animal pictures for all the children to read.

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RECOGNIZING ME IN MY WRITING (I)

Emphasis:

Oral language transferred to reading

Learning Objective:

Student will dictate an experience story and read his story after it is typed.

1. Encourage student to tell an experience story for taping.
2. Teacher or aide tapes story as student tells it.
4. Type story and return it to student for personal reading.
6. On each child's birthday, write his dictated autobiography for a This Is Your Day chart size book. Show some cleverly written pages to get first birthday child started.

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Learning Activities	Evaluation
3. Student committee help teacher or teachers aide arrange pictures on the bulletin board. 5. Children gather in small groups and discuss posted pictures and moods. 6. Give all an opportunity to tell what they think at least one animal is saying.	Teacher observes development of oral speech and child's ability to think.

****

2. Tells experience story. 5. Reads own typed sentences. 7. Discuss with parents important facts to be used in autobiography. Dictate story for teacher to write and provide pictures to illustrate page. 8. All students read the This Is Your Day story, immediately after it is written, and reread the stories whenever they want to during free reading time.	Teacher checks student's ability to recognize and read his own vocabulary in written form.

****

SEE THE TALK WRITTEN DOWN (I)

Teaching Strategies

Emphasis:

Writing is the talk of someone.

Learning Objective:

The student will perceive that the printed word is first a spoken word.

Suggested Materials:

Chart sized sheets of paper on which to write dictated stories.

Many different kinds of felt pens, pencils, and crayons.

Finger paints and paper.

1. Provide a common experience for children making something, observing something, visiting some place.

3. Write children's remarks as they are visiting together.

5. Provide a period for finger painting. Help students understand finger painting can be an abstract expression of almost any kind of story.

7. As dictation is taken, talk about the use of capitalization, punctuation, and spelling in the "let's see" method. (Now, let's see, we need a period here because that's the end of your sentence.)

9. Continue developing the concept of writing being talk on paper. Dictation should not be a one time lesson, It should be used all term, off and on. (Students may dictate labels, rhyming words, words to complete open-ended sentences, and sentences to one another.)

* * *

ORAL LANGUAGE EXPERIENCE THROUGH SIMPLE GRAPHING (I)

Emphasis:

Conceiving, graphing, and interpreting graphs for oral language experience.

Learning Objective:

The student will create a simple bar graph and key and provide copies for classmates to interpret.

Suggested Materials:

Tag board for background, Colored squares of gummed paper, Felt tip pens.

1. Lead students through the inductive process into constructing a simple bar graph. Only after the graphing is complete is it given the label "graph." A key should also be constructed in the same manner. Start with a discussion about pets.

4. Give each child a colored square of paper matching the kind of pet he has. Provide tag board for graph.

6. Guide students into discovering the need for key to interpret the graph and introduce terms "graph," "key," and "interpretation."

9. Help students form small groups to create topic graphs and suggest a few topics, such as favorite flavors of ice cream, favorite kinds of reading material, favorite colors, colors of eyes, colors of people.

* * *

Learning Activities	Evaluation
2. Discuss common experience. 4. Read together what was written. 6. Paint and dictate a story for teacher or aides to record on chart for later reading. 8. Look at painting and read together the story it told.	Teacher observes student's ability to read his own story.

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2. Students discuss kinds of pets they have after they have read or had read to them stories and poems about pets, such as those in *The World of Language, Book I.* 3. Decide on a different colored square of gummed paper to represent each kind of pet, red for a dog, blue for a cat, etc. (This in the final analysis will become the key to this graph.) 5. Children with the same kind of pets will paste their squares in horizontal rows on the tag board thus discovering that a graph is merely a "picture" of a set of facts. 7. Work out a key thus discovering a key is merely a tool for reading a graph. 8. Practice reading kind of pets graph. 10. Each group decides on a topic, polls others in class, organizes data, makes the graph and creates a key.	Each group in turn presents graph to class for oral interpretation. Teacher may judge degrees of student learning by final graphs, keys and interpretations.

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VOCABULARY COLLAGE (I)

Teaching Strategies

Emphasis:

Vocabulary development.

Objective:

The student will select a topic word and find and relate words to it.

1. After reading about a subject, have students select a topic word.
3. Provide old magazines and pamphlets.
5. Encourage students to use words on collages in oral class interaction and written communications.

****

LANGUAGE BELONGS TO ME (I)

Emphasis:

Elemental recognition that language belongs to man.

Learning Objective:

The student will write stories to prescription, leading to an elemental understanding that language belongs to man.

1. Display pictures of people talking and ask students what they might be saying.
3. Guide children into a discussion about man being the only animal who talks and what this ability means to man.
5. Ask students to choose an animal they might like to be and write a story telling some of the things the animal can do. End the story with: I am a human being. I can talk. Write a beginning and an end on the board for a sample.
7. Group students for proofreading stories.
9. Re-emphasize man's gift of speech and how it has helped him.

****

Learning Activities	Evaluation
2. Write topic word on a large paper.	Student display collages on bulletin board.
4. Cut and paste related words in a collage effect on their poster. Words may be synonyms, adjectives, adverbs.	Teacher checks on use of the new words in class discussion and in written assignments.
6. Show collage, point to a word on a displayed poster and ask another student to pronounce it, or use it in a sentence, or dramatize it.	

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2. Tell what people might be saying while teacher writes it on the board.	
4. Discuss as a class.	
6. Write stories something like this: I might like to be an elephant. I could shake the ground as I run to the river. I could play in the water and squirt water on my friends. I could walk slowly up the trail from the river, swinging my trunk and reaching out to get fresh tender leaves. But, I am not an elephant. I am a human being. I can talk.	
8. Proofread and prepare story for display. Illustrate to make them more attractive.	
10. Discuss as a class the importance of man's ability to talk.	Teacher rates student participation in learning activities and checks written work.

****

WRITING WHAT HAPPENED TO ME (I)

Teaching Strategies

Emphasis:

Writing and proofreading.

Learning Objective:

The student will develop an experience story on his own level and will demonstrate his knowledge of correct sentence structure and word usage.

1. Give example of an experience.
4. Divide students into groups.
8. Display experience stories

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WRITE A STORYBOOK (I)

Emphasis:

Creative and imaginative writing.

Learning Objective:

Student will, over a period of time write an original story book.

Student will demonstrate a knowledge of sentence structure.

1. Read a simple, but colorful, story to students each day for several days.
2. Begin discussion of writing; guide children to realization that an author does not have to be an adult. Tell them they will each have a chance to be real authors.
3. Aid children who require stimulation or inspiration by furnishing them ideas, pictures, or unfinished sentences for a beginning.
5. Find time during the day, as students finish story drafts, to sit with each child and "edit" his story with him.
7. Type story for each child, when he hands it in, and place it in his storybook folder.
10. Provide time for volunteers to read stories to class. Group students for further reading and listening.

****

Learning Activities	Evaluation
2. Talk about experiences.	
3. Each student writes or dictates a story about an experience.	
5. Read experience stories. Give listeners opportunity to ask questions about anything not understood.	
6. Student group will proofread stories for sentence structure, word usage, and punctuation. (Use grammar texts as necessary).	
7. Write corrected story and share with class by display.	Teacher rates students on writing or dictating experience stories.

****

4. Write stories in free time at school, at home, or during a time designated as "author hour."	
6. Proofread with a partner, then make final copy of story to hand in.	
8. Illustrate the stories in folders during free time or on art day.	
9. Select best stories from folder and bind into booklet. (Each child selects from his own folder and makes his own booklet.)	Teacher may observe increase in creativity shown in successive writing. Students may compare degree of perfection in the mechanics of writing in the first and the last stories.
11. Read and listen to stories, in groups.	

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HAVE YOU EVER SEEN A LEPRECHAUN? (I)

Teaching Strategies

Emphasis:

Creative Writing.

Learning Objective:

Student will write creatively and share wring with classmates. Students will increase reading vocabulary through writing and reading what they have written.

1. Introduce a topic, discuss to promote interest and build vocabulary for the writing.

Example:

Have you ever seen a leprechaun?
Where was it?
What did it look like?
Did it make a noise?
What kind of noise?

3. As the students respond, write words on chalkboard, newsprint or overhead projector so that pupils can refer to them later when they begin to write their stories.

Continue building interest and vocabulary only to a point at which children can be left to create the main points and ending.

In the leprechaun stories, for example, the teacher might lead students to understand the legend of catching a leprechaun means getting a wish granted. Suggest pupils use their imagination and write about catching a leprechaun.

6. Stories could be typed by teacher or teacher's aide and dittoed for children to share.

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A OR AN? (I)

Emphasis:

Determiners as noun signals - a, an, the, my, our, their, our.

Learning Objective:

Student will identify determiner words, nouns that go with them and any descriptive words between the determiner and noun.

1. Guide children in examination of the use of determiners.

4. Put simple words on board such as apple, horse, box, airplane, etc.

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Learning Activities	Evaluation
2. Participate in the class discussion prior to writing. 4. Create story and illustrate it. 5. Read story aloud to a small reading group or to class. 7. Read each other's stories. (This builds vocabulary, because children learn to read each other's words.) 8. Class discussion of new words added to reading vocabulary.	Teacher and students rate the student's creative writing through comparison with past writing, noting sentence length, word usage, and unique ideas. Teacher observes student's ability to read new words as they read stories to one another.

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2. Identify nouns next to determiners. 3. Name descriptive words. 5. Write original sentences, circle determiners. 6. Write sentences leaving out determiners and exchange papers with neighbors. Classmates fill in missing words and underline nouns. 7. Play "I'm going on a trip." Child says I'm going on a trip and I'm taking an unbrella. Next child may say, I'm going on a trip and I'm taking a ball.	 Teacher judges child's ability to determine various noun signals and to recognize nouns and descriptive words.

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WHAT THE EAR HEARS AS CORRECT, THE TONGUE SAYS (I)

Teaching Strategies

Emphasis:

Pronoun and verb usage

I or me
we or us
he or him
she or her
they or them

is or are
saw or seen
did or done
went or gone
came or come
ran or run
am or are
does or do

Learning Objective:

The student will practice, through his own oral or written language, the use of each of the pairs of pronouns or verbs, ONE PAIR AT A TIME: then demonstrate his ability to use them according to the accepted grammatical pattern.

Suggested Materials:

Teacher Information Sheet No. 1

1. Provide enough varied, high interest oral activities for students to develop ear training for accepted usage of the pairs of words. Present them one pair at a time, using the same pair with widely varied activities until the acceptable form is fixed deeply in the listening mind. Use a positive approach in all teaching strategies. Never say to the students, "Don't say, 'The boys is running.'" Get students to practice acceptable usage through listening to their own voices as they make sentences with teacher help or as they play usage games in small groups.

   Use exercises in language arts textbooks for reinforcement after adequate ear training if the activities are judged suitable for the positive approach. Always teach usage from the correct form. Never burden the student with the incorrect form in print in a textbook. Space activities throughout the year, so the students do not become bored with usage lessons.

2. Before beginning activities, listen to identify those students who already have an ear for acceptable usage. Use them in small groups as chairmen, auditors, score keepers, or whatever supervisory position is needed.

3. Introduce the pair of words to be used and help students make sentences with first one word then the other.

5. Assign students to small groups, designate the students identified earlier for the type leader needed for each activity. Choose an activity from the teacher information sheet or use one of own making. Give students directions for the activity chosen.

7. After sufficient practice on a pair, ask students to write five sentences with each word in the pair. Check sentences and if they are correct, have student tape them, repeating each sentence three times, then listen to the tape with the purpose of reinforceing ear training.

* * *

Learning Activities	Evaluation
4. Make sentences with words presented, as the teacher writes them on the board or a chart. Read each sentence together as it is completed.	
6. Follow directions and participate in whatever activity is being used.	
8. Write sentences, get sentences checked, tape them according to instructions, and listen to the tape.	Through teacher observation and testing.

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LISTENING DESIGNS (I)

Teaching Strategies

Emphasis:

Listening and following directions.

Learning Objective:

Students will listen to directions and build a design.

1. Prepare geometric figures and background sheet for pupils. Teacher uses a prepared design and gives directions to students. "Place a red circle in the upper right hand corner. Place a green rectangle below it."

3. When the oral description of the picture has been given completely, the teacher holds her picture up to show the class.

5. Provide each student with two sets of geometric figures and two background sheets.

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PICTURES TELL STORIES(I)

Emphasis:

Creative Writing

Learning Objective:

Pupil will develop a story about a picture.

Suggested Materials:

Pictures to stimulate creative thinking.

1. Display a picture or pictures that tell a definite story.
   Example:
   The picture shows an old cowboy boot. One kitten is walking across the instep. Another kitten is in the boot looking out at the first one.
   Start class discussion about pictures.

4. Give children a chance to write their own stories about the pictures.

6. Provide an opportunity for each child to read his story if he wishes.

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Learning Activities	Evaluation
2. Make designs as directed.	Each pair rates themselves on giving and following directions.
4. Compare their design with teacher's.	
6. Use one set of geometric figures to create own designs. Work in pairs giving directions and following directions.	

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2. Look at and talk about pictures.	
3. Go into small groups to make further observations about the pictures.	
5. Each student chooses a favorite picture and writes a story.	
7. Reader notes any changes needed in capitalization, punctuation, spelling, or sentence structure during oral reading of story and makes changes before giving copy to teacher.	Teacher observes and records apparent growth of child's vocabulary and evidence of creative thinking.

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. . . AND THAT'S THE WAY IT ENDS. (I)

Teaching Strategies

Emphasis:

Writing creatively

Learning Objective:

Student will use his imagination to write creatively.

Suggested Materials:

Film that tells a story which could have multiple endings.

1. Show a film, stopping just before the ending is revealed.
   Example:
   "The Little Mermaid"
5. Show film ending.

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I AM A WEATHERMAN! (I)

Emphasis:

Vocabulary

Learning Vocabulary:

The student will broaden his vocabulary of descriptive words relating to the weather.

1. Discuss the weather with class members.
2. Discuss descriptive words they may use to tell about the weather. Make a chart of these words.
3. Encourage students to use textbooks to look for descriptive words.

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Learning Activities	Evaluation
2. Use imagination to write an ending for the film. Example: Write how mermaid changed herself to get back to the bottom of the sea.	
3. Read endings in groups and correct any errors noticed during reading.	
4. Use suggestions from classmates and teacher for further improvements, and rewrite for comparison to film ending.	
6. Oral discussion of how students' endings compare with film ending.	Teacher notes use of imagination, creativity, and participation in group activity.

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4. Role playing - Each child pretends he is a TV weatherman.	Students discuss role playing guided by such questions as: 1. Did the child sound like a TV weatherman? 2. Did he use descriptive words well? Then determine the accuracy of the choice of words used by reporter.
5. Prepare a weather report using as many descriptive words as possible.	
6. Give weather report.	

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PATTERN A POEM (I)

Empahsis:

Enjoying poetry.

Learning Objective:

Student will read poems silently, share favorites through oral reading, and write own poems.

Suggested Materials:

Books of poems for young children. Textbooks with poems.

Teaching Strategies

1. Make available poetry to read and read some to the class.

2. Read selections of Haiku, Limerick, and Cinquain to the class and discuss construction of each.

4. Write one of each type on the board.
   (a) Haiku - an ancient Japanese verse form with seventeen syllables; the first and third lines contain five syllables; the second line, seven. It contains a picture making description and a statement of mood or feeling.
   (b) Limericks are very short poems that are usually amusing because the ideas in them are rather nonsensical or absurd. It is a five line verse with the first, second and fifth line rhyming, the third and fourth forming a rhymed couplet. The last line makes a surprise or humorous statement.
   (c)Cinquain - a one word title, two words describe the title, three words show same form of action, four words express feeling, and one word in the last line is a synonym for the title.

6. Make available a supply of art paper and crayons or colored pencils.

9. Display projects on bulletin board.

10. Type, ditto, and staple copies of student's poetry, leaving a few blank pages. (These may be bound in cloth or construction paper covers.)

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Learning Activities	Evaluation
3. Read own selections of poetry and share a favorite poem with the class.	Teacher tapes oral reading of poetry for comparison with later oral reading.
5. Write one poem or more for each type.	Teacher evaluates written and illustrated presentation of poetry.
7. Illustrate a poem.	Teacher observes extent of writing and enthusiasm.
8. Each pupil print or write one of his poems on art paper.	
11. Have an autograph party, using poetry books.	

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LISTEN IT HAPPENS THIS WAY (I)

Emphasis:

Listening for sequencing.

Learning Objective:

Student will demonstrate his ability to listen for sequencing by arranging illustrations in proper sequence after listening to the reading of a story.

Suggested Materials:

Myths and legends to be read by teacher or taped for listening.

Teaching Strategies

1. **Select and read a story aloud, telling students to listen and remember proper sequence.**
3. **Suggest children choose one part of story to illustrate by drawing a picture.**
5. **Discuss and show children how to write a caption sentence that goes with a picture.**
7. **Display illustrations.**
9. **Group students for listening and provide tapes of stories in which sequencing is important.**

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WRITING WHAT YOU HEAR (I)

Emphasis:

Listen for note taking and report writing

Learning Objective:

Student will demonstrate listening skills by taking notes for the purpose of collecting thoughts, facts, or ideas and communicating them in a report.

1. **Read small parts of content material (perhaps one sentence or more) at a time.**
2. **Ask questions to motivate note taking as:**
    - **Is this important enough to want to remember and repeat?**
    - **If so, what words could we write to help us remember this idea or fact?**
    - **What word will help you to remember?**

For starters write some of their examples on the board - with sentence suggested by the words or phrases.

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Learning Activities	Evaluation
2. Listen for proper sequence.	
4. Each student chooses one part of the story and illustrates it.	
6. Write caption or sentence telling about their picture.	
8. Arrange illustrations in proper sequence.	Children will decide if illustrations are in proper sequence according to story. (Reread if need arises.)
10. Listen in groups to tapes, then discuss sequence in story.	Teacher will observe student ability to sequence.

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3. Listen for key words in sentence or for topic sentence.	Students can read reports in small group or pairs for self evaluation and constructive criticism.
4. Write a word or phrase which will serve as a reminder of a fact or idea to be used later in a report.	
5. Test some "reminder" words against each other searching for better ones.	
6. Read through their own notes and write sentences to form paragraphs making a report. Later they will use learning, intentionally in some subject area other than language arts, and report in language class on rate of carry-over.	

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WHAT HAPPENED? (I)

Teaching Strategies

Emphasis:

Sequencing ideas

Learning Objective:

The student will sequence ideas through ordering events that lead to a definite pictured situation.

Suggested Materials:

Pictures that have been mounted for children's use.
Tape recorders

1. Show a picture portraying intriguing situation.
   Example:
   A sliced pie with two pieces missing is on the open window sill. A box is under the window. A small child has fallen off the box. One piece of pie is between his legs, and another is on top of his head.
2. Help children understand how to organize thinking in order of events.
4. Group students for learning activities.
7. Keep a log of sequencing responses.
8. Select one of the pictures and list order of events given by the group using it.

****

WORDS TO GIVE A PICTURE (I)

Emphasis:

Descriptive words

Learning Objectives:

Student will use descriptive words to enable others to identify from a similar group of pictures the one he is describing.

Suggested Materials:

Pictures
Dictionaries

1. Provide a practice session with the class in describing a picture so there is no doubt as to what the picture shows.
2. Hand out pictures, cut from magazines, books, etc. that are somewhat similar.
   Example:
   Pictures of children of different countries,
   Pictures of different families eating dinner (farm family, 1900 family, city dwelling family).
6. Provide each student with a new picture.

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Learning Activities

3. Work out sequencing of picture shown. (Class participation)

5. Choose a picture, study it and decide on the order in which events leading to the pictured situation may have happened. (group participation.)

6. Go to tape recorder, teacher, or teacher aide and tell what happened. (group participation.)
9. Discuss whether order of events could have been different and still reached the same pictured situation.

Through observation of individuals knowledge of sequencing.

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3. Work in groups of two or three. Study the picture, then using the most vivid words, describe the picture so other groups will have no doubt as to the picture.

4. Use dictionaries to be sure of word definition and to find synonyms.

5. Write description in paragraph form to be read as key to pictured identification.

7. Tell to be written or write a descriptive sentence for the picture.

Teacher displays pictures and reads descriptive sentences as students match numbers of pictures and descriptions.

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PUT THE EVENTS IN THEIR ORDER (I)

Teaching Strategies

Emphasis:

Listening with a purpose

Learning Objective

The student will listen to recall the sequence of events in a story.

Suggested Materials:

Storybooks
Discarded literature books or reading books
Sets of teacher made sequence cards
Teacher made worksheets
Magazine

1. **Select a story to be read to students. Make sets of cards of events in the story. The cards may be made from discarded books with the selected story in them.**
2. **Discuss learning objective with students. Show the cards and tell or read the story.**
3. **Group students by three's. Give each group a set of shuffled event cards to be arranged in sequence.**
5. **Select another story and prepare sets of pictures of hapenings from it. Read the story, pass the sets of pictures to students to be arranged in sequence.**
7. **Make tapes of stories and prepare work sheets for next two activities.**
10. **Suggest students could make sequence cards of their favorite stories for others in the group to work.**

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BLEND AND DIGRAPH GAME (I)

Emphasis:

Auditory discrimination

Learning Objective:

The student will listen carefully to identify the initial consonant blend or digraph and will use the same blend or digraph to join the train.

Suggested Materials:

Cards with initial blends or digraphs found in names of town in Oklahoma, states in the United States, or nations

Examples:

Blends

bl	Blackwell
br	Bristow
cl	Clinton
sm	Seminole

Digraphs:

ch	China
sh	Shawnee
th	Thackerville

1. **Start the game by telling the students how to go on this train trip. Examples: I'm going to China, and I'm taking a cherry, or I'm going to Shawnee and I'm taking a shoe.**
3. **Act as the official ticket checker and allow each child to board the train if he takes an item beginning with the chosen blend or diagraph. Display blends and digraphs that might be used.**
4. **Choose at random a child to be the engine.**
6. **After evaluation, follow up using other auditory experiences for those needing more help.**

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Learning Activities	Evaluation
4. Discuss and arrange event cards in order.	
6. Arrange pictures in sequence. Students could position themselves before the class for this activity.	
8. After listening to a story or narrative poems, identify the beginning, the middle and the last events from a list of events on the worksheet.	
9. After listening to another story, identify the events of the story from a list of events on the worksheet. (some events from the story, some not)	
11. Select stories, make sets of events or pictures. Read story to small group and provide sets of cards for them to sequence.	Peer group determination of group participation and evaluation of individual worksheets.

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2. Determine the significance of the beginning digraph in China and cherry. Decide on words other than cherry that would be a ticket to China.	
5. Child acting as engine looks at display of blends and digraphs, decides on a town, state, or nation for destination and the cargo, and starts walking in and out between the desks, telling where he is goi and what he is taking. If the ticket checker validates his ticket, he calls the name of a child to join the train. This child stands, tells where they are going and what he is taking. If his ticket is in order, he joins the train by placing his hands on the shoulders of the first child, and they start around, for him to choose the next passenger. Continue until each child is able to choose the correct cargo for the trip. Then start with another engine and another destination.	Through observing student's discrimination and use of blends and diagraphs.

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EXPERIENCE APPROACH TO SUBJECT-PREDICATE RELATIONSHIP (I)

Emphasis:

Sentence Concept.

Learning Objective:

Through a discovery approach, the student will develop a working knowledge of subject and predicate relationship in a simple, declarative sentence.

Suggested Materials:

Childs own language
Pencil
Paper

Teaching Strategies

1. **Start discussion by mentioning something interesting seen during the day.**
3. **Discuss expanding one word to a subject cluster. Help students expand a few from one-word, low image to middle image (bird - the beautiful, little brown bird). Explain voice pause and commas.**
5. **Using students' writings, discuss simple, declarative sentence patterns with emphasis on subject and verb relationship.**
10. **Make display of students' sentences with heading, Subject and Predicate Relationship in Simple, Declarative Sentences.**
11. **Post display on bulletin board for students to read.**

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ALPHABETIZE? WHY? (I)

Emphasis:

Alphabetizing

Learning Objective:

Student will observe use of alphabetizing in the business world and practice alphabetizing in real situations.

Suggested Materials:

Large alphabet cards and/or sets of alphabet cards
Primary dictionaries
Telephone directories
Name cards for filing (3x5)

1. **Arrange visit for students to a business office to observe use of alphabetizing in filing.**
3. **After trip, guide students into discussion of why office workers alphabetize in filing.**
5. **Ask if being able to say the alphabet is important in filing, and if so, why.**
7. **Provide each child with an alphabet card and/or a set of alphabet cards.**
9. **Give each student a dictionary.**
11. **Group students by five's and ask each student, in turn, to open his dictionary at random, call out a word and note how quickly all others in the group find the word.**
13. **Suggest making a class roll and write names on the board as given.**
15. **Bring up alphabetizing in telephone directories and suggest class roll could easily be turned into a class telephone directory.**
17. **Reproduce directory so each student may have a copy.**
18. **For evaluation, provide each student with a set of name cards to be filed in alphabetical order.**

****

Learning Activities	Evaluation
2. Students name some things they have seen as the teacher or a student lists the nouns on the board.	
4. Students select words from board or use other words of their choice and write subject clusters to hand in.	
6. Using the hand-out subject clusters, students can suggest predicate clusters to make simple, declarative sentences. A few samples could be put on the board or over head projector starter.	
7. Students will read some of their sentences aloud as they proof for capitalization, punctuation, spelling and communicative powers, then proof others silently.	
8. Select one sentence for display. Write in as beautiful hand writing as possible, sign name, and give to teacher.	Through peer group discussion students proof-read for reasonably correct subject-predicate development, capitalization, punctuation, and spelling.
9. Put papers in individual folders.	

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Learning Activities	Evaluation
2. Observe, ask questions, and listen to explanation from office workers.	Students discuss use of alphabetizing in places other than classroom.
4. Discuss reasons for alphabetizing and explore uses of alphabetizing in school.	
6. Discuss knowing alphabet in order.	
8. From A to Z, call out letter and place in alphabetical order and/or arrange scrambled set of alphabet cards in order at individual desks.	
10. Explore alphabetizing in the dictionary.	
12. Follow instructions given in step II.	
14. Each student says name when it should be entered on the class roll. All check carefully for right order.	Teacher rates correctness of filing name cards by alphabetical order.
16. Make class telephone directory.	
19. File name cards in order.	

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WRITING AND PROOFREADING SENTENCES (I)

Emphasis:

Sentence structure

Learning Objective:

Student will construct sentences and proofread them through criteria questioning by teacher.

Teaching Suggestions

1. **Build lesson from interesting discussion overheard before classes begin. Recall some of the topics and ask students to write a sentence or so about them.**

3. **Help students write by criteria such as this: Think about what you want to say. Write then read your sentences silently. Does it make sense? Does it ask or tell what you are thinking? Does it say what you intended?**

6. **Write evaluative criteria on board and discuss.**

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BUILDING SENTENCES (I)

Emphasis:

Building sentences

Learning Objectives:

Pupils will make sentences following patterns in literature books.

1. **Prepare cards 1½x½ for pupils to draw: Examples:**

cat **will**

boy **shall be**

around the block

in the morning

happy **smiling**

2. **Show students how to build a sentence to pattern by using cards.**

4. **Pair students to make sentences from cards.**

7. **After all have made at least five sentences combine two pairs and ask pupils to read the patterns and their sentence and discuss successful patterning.**

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Learning Activities	Evaluation
2. Write sentences.	Students and teacher evaluate by criteria: Is the sentence about someone or something? Does it tell what the someone or something does or is? Did it start with a capital? Did it end with a period, question mark or exclamation mark? Are the words all spelled correctly?
4. Check sentences by criteria.	
5 Read some sentences for classmates to see if they make sense.	
7. Make a final copy of sentences to be evaluated by teachers according to criteria on board.	

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3. Select and discuss different sentence patterns found in literature books.	
5. Each pupil draws ten cards at random (20 to a pair) and makes sentences from cards according to patterns they choose.	
6. Write each sentence as it is made.	
8. Take turns reading sentence pattern from literature and sentence made according to pattern and discuss correctness of patterning.	Teacher observes pupil success in patterning sentences.

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ASKING OR TELLING, THE SENTENCE IS THE THING (I)

Teaching Strategies

Emphasis:

Forming sentences

Learning Objective:

The student will demonstrate his understanding of how to ask questions and to make statements.

1. Explain the difference between questions and statements.
5. Emphasize the need for placing the correct punctuation at the end of each sentence.

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TELL IT, WRITE IT AND ILLUSTRATE IT (I)

Emphasis:

Speaking and writing

Learning Objective:

Student will communicate experiences through both oral and written language.

1. Start an oral discussion of a hobby or trip.
3. Ask students to write experiences they have discussed.
5. Suggest that students create illustrations to go with their stories.

****

ACTIONS DO SPEAK (I)

Emphasis:

Oral punctuation

Learning Objective:

Pupil will use facial expressions to convey oral punctuation.

Suggested Materials:

Pictures showing facial expressions of emotion.

1. Observe pupils on playground and list sentences they use, such as I can eat ten hamburgers.
   Select from readers sentences, such as, Look at the lazy donkey.
2. Make three copies of each sentence, one ending with a period, one with an exclamation mark, one with a question mark.
3. Show a few pictures and help students examine how facial expressions communicate. Tie facial expressions into oral punctuation.
6. Group students and distribute selected sentences.
11. Point up the fact that sometimes word order for telling, asking, and exclaiming sentences may be the same with end punctuation to determine the oral interpretation.

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Learning Activities	Evaluation
2. Practice making oral sentences for both questions and statements on any topic. 3. Practice writing each kind of sentence discussed. 4. Proofread sentences and make all corrections (such as capitalization and punctuation) before the sentences are evaluated. Use text as needed.	Display papers for students to read then discuss according to structure, punctuation, and spelling.

****

2. Join in discussion of their experiences. 4. Write down experiences. 6. Make illustrations to show with their written experiences. 7. Draw the illustrations on film strip in color. 8. Record the experiences on cassette tape to be played as illustrations are shown.	Through oral and written speech forms appropriate for grade level. Through sharing illustrated experiences with entire class.

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4. Class discussion about pictures showing facial expressions of emotions. love fear hate surprise anger excitement 5. Pupils dramatize occassions for these feelings. 7. Small groups of five dramatize three copies of selected sentences. Examples: I can eat ten hamburgers. I can eat ten hamburgers? I can eat ten hamburgers! 8. Draw pictures illustrating one emotion. 9. Write captions for pictures. 10. In small groups, individuals will read a selected sentence for others to punctuate in the air.	Students check on individual pupil reading of selected sentences according to punctuation at the end of the sentences. Teacher keep folder of individual pupil work and observe improvement in punctuation of written work.

****

RECOGNIZING PRONOUNS (I)

Teaching Strategies

Emphasis:

Pronouns

Learning Objective:

The student will listen to recognize pronouns used in oral language and will be able to substitute pronouns for nouns in written language.

1. After pronouns have been introduced, select a short story which contains several pronouns. Teacher or pupil reads the selection.

3. Teacher asks for two volunteers to converse aloud - using no pronouns in the conversation.

5. Teacher and children discuss the need for pronouns in oral language and written language.

****

PARAGRAPH PRODUCTION (I)

Emphasis:

Paragraph writing.

Learning Objective:

The student will organize his thoughts around a central idea, put them into proper sequence, and construct sentences which are meaningful to him and which express his ideas to others.

1. Help children practice writing sentences in proper order.

2. Explain to children a good paragraph has no unnecessary sentences. (Use grammar text, if a suitable one is on hand.)

3. Read short paragraphs and have children tell the main idea.

6. Suggest topics for writing paragraphs.

9. Help children discover the difference between a story paragraph, a describing paragraph, and an explaining paragraph. (Use grammar text.)

****

Learning Activities	Evaluation
2. Listen to selection, clapping each time a pronoun is heard.	Teacher: Judge to what extent the student understands the use of pronouns.
4. Listen to conversation. Clap if a pronoun is used.	
6. Write a short paragraph - using no pronouns. Trade papers. Rewrite the paragraph, substituting pronouns for nouns when appropriate.	
7. Read original and rewritten paragraphs.	

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Learning Activities	Evaluation
4. Listen to stories and records.	
5. Interpret what author meant.	
7. Go for walks and write about what was seen. (Use the dictionary. Use proper punctuation. Find descriptive words.)	
8. Make up riddles to gain skill in furnishing details about main idea. Play a "Paragraph Game." (Children copy sentences from a paragraph in some book leaving spaces between sentences. Cut sentences in strips, shuffle all sentences, and give each child several strips. He then combines his sentences trying to make a paragraph out of them. He may write one new sentence to link the other sentences into one main idea.)	
10. Individual students choose one type of paragraph and write an example. Proofread, edit and hand in for rating.	Each student rates his own paragraph by comparison with his past performance.

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THEN LINUS SAID TO SNOOPY,"..... (I)

Emphasis:

Quotation marks.

Learning Objective:

The student will write a composition, including dialogue with the proper use of quotation marks.

Suggested Materials:

Cartoon strips
Overhead projector
Transparencies

Teaching Strategies

1. Ask children to copy balloon talk from cartoon strips on paper.
2. After children have completed copying the cartoon talk, take one of them (with the students permission) and copy on a transparency.
4. Teacher uses cartoon notes to make a group story on the blackboard or overhead projector with children helping her with the use of quotation marks and other punctuation as needed.

* * *

PAINTING PICTURES WITH WORDS (I)

Emphasis:

Conceiving and verbalizing to describe pictures.

Learning Objectives:

Student will practice using descriptive words and prepare a description for display.

1. Collect and mount on tag board pairs of picture object which lend themselves to descriptive words.
   Example:
   two entirely different kinds of chairs, cars, animals.
3. Aid students in grouping by four's or five's and choose a leader to present orally the description worked out by the group. Pass out pictures.
6. Provide magazines and old books from which students may cut pictured objects to make a bulletin board display of descriptions.

* * *

Learning Activities	Evaluation
3. Class discusses ways or methods of showing who is talking and what is being said in a story.	Teacher checks for proper use of quotation in their stories.
5. Children take their own cartoon strips and notes and write their own stories.	

****

2. Interact with teachers for assurance of knowledge of describing words. (May use language text if teacher finds one that lends itself to this type of learning.)	Students and teacher evaluate material prepared by each student for bulletin board display.
4. Without other groups seeing, each list words to describe the piture. Arrange description in order form general to more specific for presentation. Examples: old, broken down, wooden, soft, padded, velvet	
5. Each leader presents description for other groups to name object. When it is named picture is shown.	
7. Select a pictured object, mount on a sheet of paper and write description and arrange on bulletin board.	

****

LET'S SOLVE A PROBLEM (I)

Teaching Strategies

Emphasis:

Problem solving

Learning Objective:

Student will write a statement of a problem, list the elements of problem solving, and arrive at a possible solution of the problem.

1. Point out a problem that is important to the class.
   Example:
      Books have disappeared from the reading center.
3. Divide class into groups of five.
5. Help students establish ground rules for discussion. Write rules on the board as they suggest them.
   Examples:
      Talk one at a time.
      Stay on the subject.
      Chairman see that everyone has a chance to talk.
9. Put best solution on transparency for all groups to study.

****

I RESPECT SOMEBODY (I)

Emphasis:

Collecting, organizing, and recording information

Learning Objective:

The student will investigate many kinds of gainful employment, collect information about one kind of work he or she thinks is of high service to mankind, organize and record the findings.

Suggested Materials:

Stories, filmstrips, and films related to different kinds of work.

1. Arrange contacts for students with persons in many different kinds of work. (Try to get past the firemen and policeman contacts generally used in the primary grades.) Trips to businesses, factories, clinics, state or county offices, employment offices.
4. Group students to discuss kinds of work and people in the world of work. Ask each student to decide on one he or she thinks is of high service to mankind.
6. After students have chosen, help them prepare for recording findings, by telling them to begin with I respect the (occupational name). Show them how to expand the beginning sentence by recording information about what a person in the named occupation does. Discuss ending with a statement which lets the reader know the composition is finished.
8. Ask students to pass their compositions around the room so each student may have an opportunity to read at least five of them.
   (Later on this knowledge may be expanded to activities about responsibilities in the world of work with a composition on "Somebody Is Responsible." A second expansion can lead to each student examining his or her responsibilities and a composition on "These Are My Responsibilities." Booklets may be made of all compositions with a few illustrations.)

****

Learning Activities	Evaluation
2. Write a statement of the problem. (students with help of teacher)	Each student lists elements of problem solving used in arriving at best solution.
4. Choose a chairman and a reporter in each group.	After a given period of time, children evaluate how well the problem has been solved.
6. Discuss the problem, following ground rules.	
7. Chairman and reporter present findings to total group.	
8. Decide which group has best solution.	
10. Study transparency and discuss reasons why the solution was best.	
**********************	
2. Become aware of many different kinds of work with help from teacher and interaction with classmates.	
3. Increase knowledge of world of work through individual investigation.	
5. Discuss findings, then each student decides on the occupation he or she respects.	
7. Organize information for a rough draft, write, proofread, and prepare final copy. (If students are first graders, they will dictate their compositions to the teacher, an aide, or high school students who may come in to help on such occasions.)	
9. Read compositions by other students.	
	Evaluate through student discussion of knowledge they have gained and how well they met the objective.

****

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STOP LISTEN LOOK (I)

Teaching Strategies

Emphasis:

Investigation

Learning Objective:

Student will gather, interpret, and organize information concerning signs.

Suggested Materials:

Signs from T. G. & Y.
For Sale, Help Wanted, Sold, Keep Out, Bad Dog, Garage, For Rent
Filmstrip about signs (One is "Mind the Sign.")
Newspapers, magazines, art materials

1. Introduce investigation concerning signs with questions, such as:
   What can we learn from signs?
   Where do we find signs?
   How many different signs can you remember seeing lately?
   Where can we look for information?
   How can we report our findings?

6. Ask students to be aware of signs seen wherever they go during the week-end.

****

LIBRARY MAPPING (I)

Emphasis:

Categorizing books in the library corner.

Learning Objective:

Students will categorize books in the language arts center to facilitate choice of books for free reading.

1. Help students develop criteria for categorizing library corner books.
   Examples:
   Books which provoke laughter
   Books about the world nearby
   Books about imaginary adventures of toys, animals, and children
   Books about nature
   Books about mechanical things.
   (Teacher should consider background and maturity level of students, as well as the range of reading ability within the group.)
   Help students understand and distinguish between truth and fiction.
3. Start discussion on need to further categorize each books as to level of difficulty.
5. When all details are worked out, make a chart with envelope pockets marked with criteria worked out by students.
7. Encourage students to help in setting up and keeping a free reading language arts center that is an attractive, inviting, and comfortable place to browse and read.
9. Guide students, when several have read and categorized the same book, in comparison of cards.

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Learning Activities	Evaluation
2. View visuals teacher provides of different signs and organize into committees to investigate what can be learned from signs. 3. Explore classroom, playground, and surrounding areas for signs. 4. Examine newspapers and magazines for signs. 5. Cut signs from newspapers and magazines and paste them on poster board for display. 7. Discuss, in committees, signs seen over the weekend. 8. Decide why the signs were posted. 9. Choose a sign and write a story about why it was posted. 10. Read story in groups. 11. Select ads or signs that are related to a specific purpose. 12. Given a situation, students will make signs to fit a specific purpose.	Teacher rates each student's performance on activity 12.

****

2. Work out criteria for categorizing books and decide how to keep records of books by categories. 4. Discuss ways of indicating if books are easy, average, or advanced reading and decide on best way to do so. Decide if books should be marked as fiction or non-fiction. 6. After reading a book, categorize for filing. One suggested way: Write title and author on a 3x5 card, mark to indicate type and level and file in proper chart pocket. Sign name at bottom of card. 8. Continue to browse, read, and prepare cards to be filed in pockets of chart.	Teacher checks student's ability and interest in meeting learning objective.

****

SMALL FRY RESEARCH (I)

Teaching Strategies

Emphasis:

Sources of library information and pastime.

Learning Objective:

Student will tour library to become better acquainted with as a source of information and pastime.

1. **Arrange with librarians for students to tour central school library or children's section of city library.**
2. **Prepares students for tour by discussing with them what they will see.**
5. **Leads discussion after library tour, to be sure students became familiar with general encyclopedia and dictionary, know the need for guide words in both these sources of information, understand the meaning of fiction and non-fiction.**
6. **Give an assignment for each child to gain practical experience in checking out library materials on specific subject or title.**

****

HATS ON!

Emphasis:

Role playing leading to oral and written exercises.

Learning Objective:

Student will categorize hats during oral discussion, role play person suggested by hat, and plan student projects around hat display.

Suggested Materials:

The Five Hundred Hats of Bartholomew Cubbins

1. **Read or have students read The Five Hundred Hats of Bartholomew Cubbins by Dr. Seuss.**
4. **Ask students to bring hats that could be keys to categories.**
6. **Pick a hat and role play the person who would wear it.**
8. **Group students for role playing with hats.**
10. **Encourage students to plan expanded activities:**
    Examples: Creative writing (two hats talking to one another, a lost hats' lament, a hat of one nationality among many hats of the same nationality). Library (find other hat stories, masterpieces in art of hats, poems about hats). Art projects (drawing hats to fit words denoting personalities or occupations).

****

Learning Activities	Evaluation
Tours library with guide to explain circulation center, card catalog, fiction and non-fiction sections picture files, listening centers, magazine racks, children's browsing center, rules for borrowing and returning books, library hours and how to get a library card.	Teacher observes interest shown during library visit and efficiency in using source materials to meet future learning experiences. (Check out something specific) Teachers rates student's practical use of library experience.
4. Spend some browsing time examining easy level encyclopedias, fiction and non-fiction books.	
7. Go to library in small groups and check out book according to assignment.	

****

2. Discuss how Bartholomew's personality changes as he changes hats. Discover, with help from teacher if needed, that real people choose hats to match their personalities or to fit their joq requirements.	
3. Categorize hats by personalities, jobs, nationalities.	
5. Bring hats to class and arrange them on interest table in language arts center.	
7. Explain, orally, who is wearing the hat, why, and if it is for a traditional, functional or decorative reason.	
9. Select a hat and role play in group for others to discuss.	
11. Organize and share projects with others in class.	Teacher observes student's participation in and performance of learning activities.

****

DON'T TALK, ACT (I)

Emphasis:

Pantomime

Learning Objective:

Students will use facial expressions and gestures to convey ideas to the group.

Suggested Materials:

Ideas from A Student-Centered Language Arts Curriculum, Grades K-13 by James Moffett.

Teaching Strategies

1. Introduce students to word, "pantomime," by writing on the board and asking if anyone knows what it means. If someone does, start discussion, if not ask leading questions to an understanding of the meaning.
2. Help students do a few "Pretend you are's" suggested by Mr. Moffett, such as,
   Pretend you are a giant striding.
   Pretend you are a hobbled prisoner.
   Pretend you are opening a door that is hard to open.
   Pretend you are drinking something that is unpleasant.
4. Call attention to use of facial expressions and gestures when pantomiming.
6. Ask individuals for one-word to be pantomimed by the group. Teacher may need to do a few one word pantomimes with group.

****

LISTEN AND EXPRESS IN BODY LANGUAGE (I)

Emphasis:

Movement to music (body language)

Learning Objective:

Student will demonstrate through body movements his interpretation of music. He will use his body to demonstrate how the music makes him feel or what it makes him want to do.

Suggested Materials:

A Student-Centered Language Arts Curriculum, Grades K-13 by James Moffett.
Record Player
Records, such as,
  Runnin' Wild - Dory Schory
  RCA Adventures in Music Series
  Night on Bald Mountain
  Tschaikowsky's Chinese Dance
  Turkish Rondo
  Gounod's Funeral March
  Electronic Music

1. Instruct students to listen quietly to music and make mental notes of what the music reminds them of and what they would like to do.

2. After playing record, lead students into discussion of feelings during the playing of the record.

4. Have students move desk back to allow room for free movement. Provide scarfs or crepe paper streamers for use if students are inhibited. Play recording a second time.

6. Teacher brings group back together to discuss problems. Usually group will decide there should be no talking or touching during free movement.

Some small grouping may be done.

****

Learning Activities	Evaluation
3. Pantomime as a total group.	Subjective - Does the student use facial expressions an gestures to convey ideas? Does he do this without talking.
5. Students make up their own "pretend" situations, take turns coming to desk, whispering to teacher, and pantomiming classmates guess.	
7. Pantomime as total group one-word suggestions, such as, butterfly, juggler, awakening, old, resting.	

****

3. Talk about feelings and listen to classmates talk about theirs.	
5. Move freely and give expression to feelings stimulated by music.	
7. As students become more free and more are participating (They do not have to participate), they group in threes for group interpretation.	
	Subjective Did the students demonstrate understanding of use of body language in their individual and group interpretations of music.

****

PLAY IT AS IT HAPPENED (I)

Teaching Strategies

Emphasis:

Sequencing and role-playing of familiar stories.

Learning Objectives:

The student will role-play story in proper sequence.

Suggested Materials:

Familiar story such as "Red Riding Hood," "The Boy and the Goat," "The Pancake," "The Twelve Sillies."

1. **Read familiar story to student.**

3. **Teacher lists on the board as the students give them to her and also helps define setting, character, action.**

4. **Teacher divides students into groups (assign heterogeneously).**

7. **Teacher may extend this lesson to rewriting of familiar stories in groups**

****

PUPPET SHOW (I)

Emphasis:

Reading, writing, and dramatizing

Learning Objective:

Student will read stories, select one for a puppet show, make puppets and present show.

1. **Introduce students to the fun of puppetry.**

2. **Provide boxes and materials for puppets. See that elementary literature books are available.**

3. **Group children by fours or fives.**

5. **Listen to groups and make any suggestions needed for improvement.**

****

Learning Activities	Evaluation
2. Students will recall for teacher the setting, character, and action and work out definitions for each.	
5. Groups will decide roles they are to play within the group. 6. Groups role-play before total group.	Teacher evaluates students on basis of role-playing of stories in proper sequence.

****

4. Read stories, choose one, and make a box, hand, or sock puppet.	
6. Present puppet shows by groups. 7. Write an original script and give another puppet show.	Teacher judges interest and participation of each pupil in group projects, and presentation of puppet shows.

****

LITTLE BLUE RIDING HOOD (I)

Teaching Strategies

Emphasis:

Listening skills

Learning Objective:

Student will demonstrate his listening ability by noting word substitutions.

1. Read a short, interesting story to the class. Reread the story substituting new words for the original ones in selected places.

   Example:

   Red Riding Hood might wear a blue cape and meet a bear on the way to visit her aunt.

****

LISTEN AND DO (I)

Emphasis:

Listening with a purpose

Learning Objective:

The student will listen with the purpose of following directions.

1. Tell students what the learning objective is, then give a series of directions, such as, "Walk to the door; walk to the window; hop four times on your right foot; then go to your seat, but on the way, pat Martha on the head once." Call a child's name and ask him or her to follow the directions.

3. Place several objects on a table or desk. Name three or four of the objects and call on a child to come and pick them up in the order named.

5. Lead discussion on how to help one's self to listen with a purpose.

****

SHAPE BOOKLETS (I)

Emphasis:

Developing conceptual vocabulary

Learning Objective:

The student will make shape booklets in which he or she writes sentences using conceptual vocabulary.

Suggested Materials:

Materials needed for making booklets
Pictures of articles students may use for models when making backs (Teacher information sheet No. 2)

1. Show students a shape booklet made by former students or by teacher. Tell them they can really have some educational fun making shape booklets. A booklet titled "What Is Sweet?" could be shaped like a sugar bowl or a sugar cube. A "What Is Sour?" booklet could be shaped like a pickle. A back illustrating a band aid could be used for "What Is Sticky?" and a razor blade drawing for "What Is Sharp?" As many sentences as the student wants in answer to the title may be recorded in each booklet.

4. Display booklets for student reading and enjoyment.

****

Learning Activities	Evaluation
2. Listen to original version of story. Listen to the changed version. Clap their hands each time they identify a substituted word for original word in the story.	Teacher observers degree of alertness to story changes.

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2. Child called on tries to follow directions. He may give the next series of directions.	
4. Child called on picks up objects as he remembers them being named.	
6. Share, through discussion, findings on how to listen purposefully.	
	Teacher observes performance of each student.

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2. Decide on which concept to use, design, and make booklets.	
3. Write sentences on scrap paper. Get a few classmates to help in proofreading, then write sentences on booklet pages. (Sentences may be illustrated according to students' wishes.)	
5. Take booklets home and explain to parents, older brother or sister, or an adult friend.	Teacher observes participation and finished booklets.

****

WHERE DOES THE WORD BELONG? (I)

Teaching Strategies

Emphasis:

Vocabulary Development

Learning Objective:

Student will categorize words as a means to increasing vocabulary.

1. **Prepare a Plymouth Chart with these categories:**
   - **Words for people**
   - **Words for things**
   - **Words for places**
   - **Words for what we do**
   - **Words for how, where, when**
   - **Words that describe**
   - **Little words that help**
2. **Select some words from reader and from discussion, place on cards to be filed in categories and distribute to students.**
4. **Guide discussion to multiple categories of some words. Choose a word such as dream and use it in oral sentences.**
   Examples:
   I had a dream.
   I dreamed last night.
   We built a dream house.

****

A NOUN SAFARI (I)

Emphasis

Adjective-noun combination vocabulary development

Learning Objective:

The student will learn the function of descriptive adjectives for nouns in order to construct sentences with the adjective-noun combination.

1. **Familiarize students with the concept of a safari by relating stories of them and by supplying pictures related to safaris. Explain about going on a noun safari.**
2. **Group students and appoint a guide to point our various nouns along the way, if there is a need to do so. (Guide is especially valuable for peer group reinforcement.)**
6. **Discuss the roles played by adjective-noun combinations in sentences.**

****

Learning Activities	Evaluation
3. Decide category into which word fits and put it into that chart pocket. Choose other words to be printed on cards for categorizing.	Teacher observes student's ability to dramatize multiple meanings of words and checks for more mature writing in their sentence structure.
5. Discuss how the word dream would fit into several different categories according to its usage in the sentence.	
6. Suggest other words of multiple categories.	
7. Select sentences from readers using words that have been printed on the cards and categorize according to the way they are used in their readers.	
8. Choose five word cards and use each word in a sentence.	

****

3. Take a safari to the playground, around the room, through the building hunting the big game, NOUN.	
4. Return from the safari and list their big game, as many nouns as they can remember.	
5. Discuss the nouns. Review the purpose of descriptive adjectives. Observe how adjectives change nouns.	
7. Each student writes sentences with a given number of their adjective-noun combinations. Proofread and choose one sentence from each student to be used in the class display.	
8. Groups may make scatter pattern of sentences their members chose. Find some small pictures or draw some to make pattern more attractive and add to display. (In scatter patterns, sentences are put on display tag at different angles.)	Teacher observes interest in display.
9. Describe or explain in writing a happening being careful to use knowledge of adjective-noun combinations gained during these learning activities.	Students note use of adjective-noun combinations in their writing.

****

PUNCTUATING "SOMEBODY SAID" SENTENCES (I)

Teaching Strategies

Emphasis:

Punctuating dialogue.

Learning Objective:

Student will demonstrate ability to use punctuation in writing dialogue.

2. Lead discussion on difference between listening to a story and reading a story.
4. Ask students to express their opinions on what punctuation is for.
6. Provide students with suitable comic books.
9. Aid students in story writing if help is requested, and ask guiding questions during proofreading.

****

LISTENING FOR ANSWERS (I)

Emphasis:

Listening to answer questions.

Learning Objective:

After listening to a short tape recording of a dialogue made by several students at a previous time, students should be able to answer specific questions which have been written on board before tape is played. Some answers may be inferred in conversation and not stated directly. (Class participation.)

1. Share with students factual conversation from some story; newspaper article, etc.
4. Provide facilities for taping this conversation after practice in using proper expression and group students for taping.
6. List, on board, questions that each group wants to have answered as others listen to tape.
7. Play tape for class. Let them take notes.
10. Collect answers.

****

Learning Activities	Evaluation
1. Listen to a story on record or film. 3. Read a story that utilizes much dialogue. 5. List different kinds of punctuation found in story and determine why each is used. 7. Read comic books and discuss how they are different from stories in a literature text or reader. 8. Select short frame comic to write as a story. 10. Write story. Establish setting, characters and action. Put comic caption into written dialogue. 11. Proofread with special attention to punctuation of dialogue and prepare final copy of story for classmates to read. Refer to grammar text as needed.	Students read each others' stories and discuss. Teacher checks for accuracy of dialogue punctuation.

****

2. Look for factual conversations in newspaper articles, stories, etc., to share. 3. Practice reading conversation. 5. Each group of students tapes a conversation using appropriate expression and decides on at least 3 questions they want to have answered by listening to the taped conversation. 8. Students listen to tape and may jot down notes to answers for their questions. 9. Students write answers to questions on paper.	Students will answer all questions on board after listening to tape. Play tape again for class to check their answers.

****

TALL TALE APPRECIATION (I)

Teaching Strategies

Emphasis:

Appreciation of tall tales.

Learning Objective:

The student will display understanding and appreciation of tall tales by constructing his own tall tale hero or critter.

1. After the reading and discussing of tall tales such as those of Pecos Bill, Paul Bunyan, etc., encourage children to invent, describe, and illustrate their own tall tale heroes.
3. Discuss with children tall tale "critters."

   Examples:

   A bird who only flies backwards to see where he has been.

   A mad mule who bites every June 8.

****

GREASE-MONKEY USAGE (I)

Emphasiss:

Mechanics of writing.

Paragraph indentation.

Use of periods, commas and question marks.

Learning Objective:

The student will write, proofread for paragraph indentation, capitalization, commas, and end punctuation, and rewrite.

Materials:

Live animals - (one the students may have in the room all of the time or some student may bring his pet turtle, parakeet, etc.)

1. Ask students to observe animal for several days, take notes, etc.
3. Organize a group story on the board as the children tell the teacher what to say. As she writes they will discuss paragraph indentation, writing of titles, use of commas, periods, etc.
4. Duplicate so all students will have a copy.
5. Ask students to write their own story. They can pretend they are the animal or it can be a true recording of their observation in the classroom.
7. Pair children to proofread the completed stories. Group decides the type of errors they will look for. (The success or failure of proofreading depends a great deal upon the atmosphere of the room. Students should be led to accept this as a learning experience.)
10. Display stories on bulletin board or in group story books with table of contents with their name, etc.

****

Learning Activities	Evaluation
2. Share tall tale heores with the rest of the class. Dress for the part if desired.	Students display tall tale heroes and tall tale "critters" on bulletin board.
4. Write description of a tall tale "critter."	Teacher checks by having students give characteristics of tall tale.
5. Let classmates exchange papers and illustrate the "critter" after reading the description.	

****

2. Students will use encyclopedia and/or other resource books to find out more about the animal such as natural habitat, how they sleep, do they hibernate, what they eat, etc.	
6. The student writes his own story. He does not have to worry about spelling, however the teacher can write the word on the board or slip of paper if the student seems particularly disturbed over the spelling.	Teacher will evaluate student achievement writings in terms of their use of indentation and punctuation.
8. Students proofread.	Teacher will evaluate students' learning achievements by thorough examination of both the first copy and the rewrite.
9. Students rewrite.	

****

LANGUAGE ARTS CENTERS IN THE CLASSROOM (I)

Emphasis:

Developing a language arts center.

Learning Objective:

Each student will help in making a list of materials that should go into a language center an a list of ground rules for using the center. Each student will use the center. Each student may make contributions to the center from material he has or materials given him by his adult friends.

Suggested Materials:

Pictures of language arts centers

Teaching Strategies

1. If there is a language arts center in the room allow students to become familiar with the materials in it, to explore the possible uses of the center, and to discover if something could be added to the center. If there is no center, show the students pictures of language arts centers and guide them into a discussion of the pleasures and benefits that come from having a center.
3. Start students' on listing materials for center.
   Probable items that will be listed:
   - Books (single stories, collections of stories, supplementary readers)
   - Books made up of student stories
   - Tables
   - Chairs, mats, pillows for sitting
   - Children's magazines
   - Dictionaries
   - Language arts games (student made mostly)
   - Newspapers
   - Pictures, travel folders, etc. mounted and filed
   - Listening posts
   - Recordings of stories and poems (commercial, teacher, or student made)
   - Record player and tape recorder
   - Filmstrips and projectors

****

WHO? WHEN? WHY? (I)

Emphasis:

Phrase and sentence structure

Learning Objective

Student will identify phrases by who, when, why and make sentences using phrases.

Suggested Materials:

Who, when, why cards

1. Provide cards labeled Who? When? Why? for each student.

3. List phrases (parts of sentences) on board with category.
   Examples:
   - because it was snowing (why)
   - the three small boys (who)
   - day after tomorrow (when)
   - because the ground was muddy (why)
   - at 2:30 in the morning (when)

5. Read phrases.

7. Call on individuals to make a sentence with the phrase just read and categorized.

9. After evaluation, if some students need more practice, pair them with students who perform effectively for individual work.

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Learning Activities	Evaluation
2. Explore and/or discuss a language arts center. 4. Develop a list of materials for center and work toward complete equipment of center. 5. Work out and list ground rules for using center and post where all may see them. 6. Make contributions of materials for center. 7. Use center as a place to work independently, to read for pleasure, and to find information.	Teacher observes student participation in setting up or improving center and using it.

****

Learning Activities	Evaluation
2. With teacher's aid, students give a few who, when, why phrases. 4. Provide phrases to be given teacher for oral reading. 6. Hold up card that best categorizes phrase and talk about reason for its being best. 8. Turn phrases into oral sentences.	Through rating correctness categorizing and sentence making.

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PERCEPTION IS RELATIVE (II)

Emphasis:

Perception

Learning Objective:

The student will draw conclusions about the role of one's senses in his perception of concrete objects; intensify the awareness of one's dependence on his senses for preception and understand, and demonstrate the interdependence of one's senses as he perceives an object.

Suggested Materials:

Unfamiliar objects to be felt, smelled, and rattled by students.

Teaching Strategies

1. Group students into small groups.

3. Provide objects for student examination. Examples: cotton ball with vanilla extract on it; small sealed box containing marble, pencil and paper clip.

8. Reveal nature of objects, allowing short discussion time to compare recorded answers and tell how conclusions were reached.

REPORTS
OPINIONS

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LITERARY SHAPE OF FABLES (II)

Emphasis:

Form of fables

Learning Objective:

The student will read fables from many different countries, talk about the similarities and differences, state the morals, identify the characteristics common to all fables, and write some fables. (Group activity)

Suggested Materials:

Language arts text that contains fables
Books of fables
Information sheet for students with fable to be used for introductory study

1. Provide copies of two Aesop fables for students.

3. Assign students to discussion groups.

5. Help class identify the characteristic common to all fables.
   Examples for teacher reference:
      Fables are brief, foolish or improbable stories in narrative form whether written in prose or poetry.
      Fables contain an animal, occasionally a person, with a single dominant trait, such as, envy, greed, vanity.
      All fables have a moral which is generally stated in the last sentence.

****

Learning Activities	Evaluation
2. Each group chooses a leader to keep the activities going. 4. Each student in a group examines an object until each object has rotated through each group. 5. At the time of examination each student records on paper his identification of each item. 6. Discuss frustration because of sensory limitations (against the rules to open box) and strategy employed for perception of objects. 7. In small groups discuss answers and tell how conclusions were reached. 9. Large group discussion: a. How would one feel if he did not have the use of one of his senses? b. Does prior experiences help us perceive an object? c. Relate some prior experience which helped with this activity. d. (if appropriate to group level of interpretation) Can one's previous experience influence his feelings about an idea or person?	Students write a paragraph or two about their feelings and reactions at finding themselves in sensory-limited situations, e.g., frustrations, awareness of void, use of past experience to come to conclusions, etc.

****

Learning Activities	Evaluation
2. Read both fables on information sheet. 4. Discuss similarities and differences and the stated morals. 6. Identify and write characteristics. 7. Read other fables of own choosing, trying to find fables from different countries. 8. Share reading experiences in small groups. 9. Each group writes a fable to be read to the class.	Students determine characteristics of fables they have read.

****

DICTIONARY FOOTBALL (II)

Teaching Strategies

Emphasis:

Dictionary usage

Learning Objective:

The pupil will locate words in the dictionary and use the pronunciation key.

Suggested Materials:

Several good dictionaries.

1. **Set the scene. Write on paper or cardboard a single word commonly mispronounced. Examples: salmon, sophomore, February. On the chalkboard draw a football field divided into sections representing ten yards. Using different colors of chalk, draw two footballs on the fifty-yard line. Explain that each group is to defend one of the goal lines. Hold up one of the word cards. The first group to pronounce the word correctly advances ten yards into the opponent's territory.**

   If a side mispronounces a word, it is penalized ten yards. When a team crosses the goal line, it scores six points and gets a chance to pronounce the next word. Another point is made if the team pronounces that word correctly. Group with the highest score wins.

****

SPECIFYING SOUNDS (II)

Emphasis:

Specific words for specific sounds.

Learning Objective:

The learner will listen for and identify specific sounds with a specific word, then tell what or who is producing the sound.

Suggested Materials:

Tapes
Records
etc.

1. **Play tapes and records of familiar sounds which are identified by class.**

3. **Demonstrate sounds for students to specify and discuss. Teacher can crumble a cracker, dissolve a sugar cube in hot coffee, or crumple a piece of paper.**

5. **Prepare a worksheet containing five pictures and a tape with the sounds of the pictures.**

****

Learning Activities	Evaluation
2. Group defends one of goal lines by using the dictionary for locating words and improving pronunciation.	Teacher observes increase in skill and speed in use of the dictionary.
3. Consult magazines, newspapers for words often mispronounced.	Teacher notes whether greater use of dictionary is on a voluntary basis.
4. Listen to television and radio commentators' pronounciation.	Teacher listens for misinterpretation of pronunciation symbols and corrects student as early as possible.

****

Learning Activities	Evaluation
2. Sit perfectly silent for a specified period of time (10 seconds) and correctly name sounds heard. (Car passing, cough, bell.)	Students will be able to identify common sounds with a specific term.
4. Students produce a sound and another student identify each sound with a specific descriptive phrase.	
6. Identify with specific word each sound demonstrated.	

****

BUILD A MOUNTAIN OF WORDS (II)

Emphasis:

Vocabulary development

Learning Objective:

Student will demonstrate his skills in making words by adding one letter at a time, building through past experiences or knowledge.

Suggested Materials:

Dictionaries

Teacher Information Sheet No. 3

Tag squares for students to letter

Teaching Strategies

1. **Lead class into a discussion of the fact that words are made a letter at a time.**

3. **Read for students "Twenty-six Letters" and start students building words from one letter.**
   Example:
   a
   at
   ate
   hate

5. **Group students by fives to have a contest to see which group can build the tallest mountain of words.**

9. **Display students' tallest mountains.**

****

SENTENCE EXPANSION (II)

Emphasis:

Simple sentence construction

Learning Objective:

The student will construct simple sentences from prepared word and phrase cards.

1. **Prepare boxes for manipulation activity.**
   - **A. Prepare a box with "A," "An," "the," on each side.**
   - **B. Prepare another box with little, big, small, huge, etc., to fill all sides.**
   - **C. Prepare other boxes with nouns, verbs, adjectives and a box for punctuation.**

****

Learning Activities	Evaluation
2. Help teacher in discussion 4. First child writes a vowel on the board. Next child adds any other letter to make a word. A third child comes to add a third letter building a larger word. Continue until no one can make another word. 6. Students get tag squares and letter them to build mountain of words. 7. Each group uses tag letters to build a mountain of words in this manner: o o n o n e o n c e o u n c e p o u n c e	
8. Make a display of the tallest mountain constructed. (each group)	Individual test on building a word mountain beginning with a vowel chosen by the teacher.

****

2. Students arrange boxes to make simple sentences. Add boxes of adjectives or adverbs to expand the sentences.	Teacher and students read and evaluate sentences constructed.

****

UNTANGLING IDIOMS (II)

Emphasis:

Idioms in the English language

Learning Objective

The student will recognize idioms used in the English language and investigate the meaning and usage of idioms.

Suggested Materials:

Teacher Information Sheet No. 4

Student Sample Sheet No. 4

Teaching Strategies

1. **Give, at an opportune time, several examples of idioms: head in the clouds, shooting off his mouth, too many irons in the fire. Ask students to try to define an idiom. Help them if they have unnecessary difficulty.**

3. **Guide students into a discussion of the problems idioms could give foreigners learning English as a second language.**

5. **Show an illustration of the literal meaning of an idiom and suggest students draw some of their own to display.**

8. **Show students how they can make an idiom game for continued fun use at free time.**

11. **Display students' illustrations of idioms.**

****

IDENTIFYING RHYMING WORDS (II)

Emphasis:

Rhyming words

Learning Objective:

The learner will be able to match pairs of words that rhyme.

1. **Introduce rhyming to class by using nursery rhymes.**

3. **Introduce word patterns to stimulate production of rhyming words.**
   Example: an, ade, ill

5. **Cut pictures from magazine to use in rebus rhyming.**
   Example: a rhyme for a (picture of ham).

****

Learning Activities	Evaluation
2. Make up definition of an idiom and check to see how near it comes to the dictionary definition.	Teacher checks on student participation and performance.
4. Discuss with teacher problems idioms could cause a person using English as a second language. Pay particular attention to the literal meanings of idioms.	Students rate themselves when they play the idiom game.
6. Make a list of as many idioms as can be found. Look in books. Ask parents and grandparents for help. Choose an idiom and illustrate by drawing cartoon figures to show the literal meaning.	
7. Show illustration for classmates to guess the idiom it depicts.	
9. Cooperate in making idiom game.	
10. Play games during free study time.	

****

2. Students contribute needed rhyming word Example: Jack and Jill went up the ________.	
4. Make lists of rhyming words by families.	
6. Fold a paper in fourths. Write a word in each square. Draw a picture representing a rhyming word in each square.	The students will arrange pictures of rhyming words into rhyming pairs.

****

NOUN - VERB GAME (II)

Emphasis:

Noun-verb combinations

Learning Objective:

The student will make word cards, play noun-verb game, and demonstrate his ability to use the same words in many situations.

Suggested Materials:

Tag board scraps for making 2x3 cards

Teaching Strategies

1. Help students make list of nouns and verbs. Work in some words that are used sometimes as a noun and sometimes as a verb. Provide tag for making cards for game.

3. Ask students to work in pairs for printing cards and playing game.

****

CARTOON IMPLICATIONS (II)

Emphasis:

Interpretation of current issues
Implied meanings

Learning Objective:

The student will discuss cartoons and implied meanings and will identify a current issue and draw a cartoon.

1. Lead a general discussion of the purpose of cartoons.

2. Present at least two cartoons and let the children "read" the implications involved. Help in "reading" with such questions as:
   Why do you think--------?
   Are there any particular symbols?
   Do current issues play a part?

4. Ask children to bring cartoons of various kinds from periodicals or posters.

****

Learning Activities	Evaluation
2. Suggest noun-verb combinations for teacher to list on the board. Example: Noun — Verb people — play judge — listened play — is	Student will use nouns and verbs in sentences as teacher directs Examples: Use kick as a noun Use kick as a verb Use the noun, people
4. Print on tag cards nouns and verbs listed.	
5. For game, put nouns in one stack and verbs in another. Shuffle and stack word-down. First player draws a noun and a verb. If a reasonable noun-verb combination is drawn, stack as for books. If not, keep one and discard one face up. If the discard is a noun, the next player draws a verb. If the draw and the discard make a reasonable combination, he or she may take it. If not, a card from the other stack is taken. Continue until all cards are drawn.	

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3. Participate in "reading" the implications.	
5. Bring cartoons to share with class. Tell about one. Discuss symbols used, gestures, etc.	
6. Make a bulletin board showing a true likeness of some prominent figure. (political figures are easiest.) Display as many cartoons as can be found about this person.	
7. Choose a theme such as conservation, ecology, safety, etc., and make a cartoon to carry a message without a caption. (This may be a group project.)	Teacher examines student's written interpretation of a cartoon.

****

WHOM DOES THE SHOE FIT? (II)

Teaching Strategies

Emphasis:

Generalizing and expressing in oral and written language the generalizations.

Learning Objective:

The student will generalize about people in many walks of life and communicate his generalizations in oral and written language.

1. Place on a table a variety of shoes. (dancing slippers, cowboy boots, baby shoes, house shoes, rain boots, etc.)
2. Start generalizations by asking: What do these shoes tell us about the life of persons who wear them?

****

SENSUAL WORD POWER (II)

Emphasis:

Using sensory words in creative writing

Learning Objective:

The student will demonstrate his use of sensory words in creative writing.

1. Discuss the practical and esthetic value of the use of sensory words.
2. Present specific examples:
    - smoky moonlight
    - itchy wheat
    - threadlike vines
    - sandburred dog
    - squeaky hair
    - rotting mouse
    - jelly-smeared door
    - shellac-cracked table
3. Encourage students to compose original sentences, either written or spoken.

5. Ask for class reactions.

7. Make display of students' favorites.

8. Encourage students to bring examples from other media.

****

Learning Activities

3. Interact about life of persons who might wear the types of shoes displayed.
4. Search for pictures of shoes and write what they seem to be telling about the life of their owner.
5. In small groups, proofread stories.
6. Make a final draft to be compiled in a shoe booklet of stories and pictures.
7. Draw a picture sequence of footprints which tell a story without words.
8. In small groups, each student displays his footprint sequence for the others to generalize about the kind of shoes that could relate to the drawing.
9. Search for and share findings of stories and poems about shoes.

Teacher observes the use of imagination and reasoning for generalizing and rates the use of oral and written language in expressing the generalization.

****

4. Students compose and share original sentences.

6. Students decide on some unusual phrases.

9. Examine and discuss examples from other media.

10. Write poems, articles, and stories in which students discover an improvement in their writing proficiency as a result of the teaching strategy. Increased proficiency in oral use of sensory words may also be illustrated.

Teacher notes development of sensory word use.

Students report on use of sensory words as they are carried over into other class and playground activities.

****

ADD SOME MODIFIERS (II)

Emphasis:

Adjective modifiers

Learning Objective:

The student will write adjectives and adjective phrases to describe given nouns.

Suggested Materials:

Language arts text if needed as resource

Teaching Strategies

1. Start students talking about how much adjectives and adjective phrases contribute to oral and written communication.

3. Have students suggest nouns to be written on the board.

5. Ask for a volunteer committee to prepare a display of the nouns and all the adjectives and adjective phrases used to describe them.

7. Give students some practice in expanding skeleton sentences by adding adjective modifiers.
   Example:
   Skeleton - Children played
   Expansion - The laughing children with faces as bright as the morning sun played.
   Provide 15 skeleton sentences for expansion by individual students.

9. Group students by fives for reading expanded sentences.

****

Learning Activities	Evaluation
2. Discuss the contribution that adjectives and adjective phrases make to communication, and practice describing nouns suggested by teacher or students.	Teacher rates individual student performance and group participation.
4. After nouns are listed, each student chooses ten nouns, writes at least four adjectives and two phrases to describe each noun. Hand papers in.	
6. After committee displays compilation, discuss which modifiers are most effective in creating a clear mental picture.	
8. Choose ten from the fifteen sentences and expand by adding modifiers for the nouns.	
10. Read and discuss sentences in groups. Consider reasonable use of modifiers and mental pictures communicated.	

****

JUST A DIFFERENT TWIST (II)

Teaching Strategies

Emphasis:

Subject and predicate

Learning Objective:

The student will experience activities that will lead to his realizing the foundation of all sentences is the subject-predicate element and to his understanding the function of the subject and the predicate. He will follow directions for placement of subjects and predicates in sentence building.

Suggested Materials:

Language arts text

Magazines, newspapers, and text of any kind rescued from the discards.

1. Use text, teacher made sentences, newspaper headlines, or whatever an instructor wishes to begin student activities about the two basic elements of the sentence: subject and predicate.

4. Guide students into talking about the function of these two elements in their own speech and writing. Stress the fact that it may be easier to find the predicate first by looking for the words expressing action or being, then questioning who or what is acting or being to find the subject.

7. Ask each student to bring ten sentences cut from magazines, newspapers, or any printed material. Request that the students select sentences of various lengths.

9. Remind students that in their own speech and writing they will be using subjects and predicates in different positions. Have students write statements, change the statements into questions, and discuss which words changed placement in the rewrite.
   Example:
      John arrived at school early this morning.
      Did John arrive at school early this morning?

11. Ask students to give for listing on the board as many different placements of subjects and predicates as they can find among the sentences they brought in for examination.

13. Ask students to write sentences following directions for placement of subject and predicate.

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Learning Activities	Evaluation
2. Interact with teacher and other students about function of subjects and predicates.	
3. Using sentences from the text or those provided by teacher, practice recognizing subjects and predicates.	
5. Write sentences of own, being especially concerned with the function of the subject and predicate.	
6. Read some of the sentences for peer approval.	
8. Trade sentences brought in and examine them, then identify subjects and predicates and discuss the placement of each in the various sentences.	
10. Write statements, change into questions, and hand in for teacher to check.	
12. List examples for use in next learning activity.	
14. Write sentences according to directions from teacher. Look at examples on the board if help is needed.	
15. Proofread sentences and hand in for checking.	Teacher checks performance on activities 10 and 15.

****

PUSHING THE WORDS AROUND (II)

Teaching Strategies

Emphasis:

Variety in developing written sentences.

Learning Objective:

The student will arrange given words or sets of words into a complete thought, then, by shifting the words or sets of words, make as many changes as he can without changing the thought.

Suggested Materials:

Teacher made word and word set cards for sentences.

1. Show students how the same words or sets of words can be arranged differently to communicate a thought.
2. Pair students for activities.
3. Provide words and sets of words for arranging. (Words or sets of words appropriate to the level of the students may be taken from language arts text, reading text, newspaper headlines, or any other source the teacher wishes.) Example of one set:

is | going | my sister

at four o'clock | to your house

****

SUBSTITUTION TIME (II)

Emphasis:

Synonyms

Learning Objective:

The student will demonstrate his or her ability to use synonyms to replace overused words.

Suggested Materials:

Dictionaries of synonyms and antonyms

1. Read a simple paragraph in which several different words are overused. The paragraph may be one that has been written by a student or one made up by the teacher.
2. Help students discuss how the paragraph could be improved, bringing into the discussion the dictionary of synonyms and antonyms.

4. Show students how to make synonym wheels.

****

Learning Activities	Evaluation
4. Each pair arranges words or sets of words into sentence, writes down, capitalizing and punctuating correctly, and works out by rearrangement as many changes as they are able.	Teacher notes use of variety of sentence structure for a written assignment a few days after students have played the game.
5. Pairs exchange papers and check word arrangements.	

****

Learning Activities	Evaluation
3. Enter into discussion.	
5. Make synonym wheel using as many different words as can be found for an overused word, such as said. Arrange attractively in wheel with chosen word as hub and prepare for display for classmates to view.	
6. Each student views display, then discusses overused words and synonyms that seem most important to them for improving their own oral or written communication.	Following a writing assignment, approximately a week later, each student rates the effect of these learning activities on his writing and hands rating in to teacher.

****

IT'S ALL FOR HALLOWEEN (II)

Emphasis:

Oral communication

Learning Objective:

The student will choose a story appropriate for Halloween spookery and tell it for his or her classmates to enjoy.

Suggested Materials:

An ample supply of library books with ghost stories and tales.

Teaching Strategies

1. Prior to the actual activities get students into a discussion of effective oral communication.
3. Prepare students for assignment by telling short ghost story or an odd and strange happening. Give examples of sources of stories, such as, books or spooky tales and happenings told by parents, grandparents, and older friends. Suggest students may wish to use sound effects and wear costumes to make their stories more interesting.
5. Remind students of the importance of audience courtesy.
7. On the scheduled telling day, make the environment fit the occasion by darkening the room turning off the lights, and providing some weird sounds to come over the intercom.

****

WHAT'S IN THE SACK?

Emphasis:

Creative thinking

Learning Objective:

The student will demonstrate his or her ability to think creatively by writing an original composition on what could be in one of the displayed sacks.

Suggested Materials:

Dictionaries
Language arts texts
Sacks for display

1. Tape different kinds of sacks, stuffed into various shapes, onto the bulletin board.
2. Tell a story of a boy or girl who was given money to go to a shopping center to make a purchase. The sacks are clues to what was bought, for whom it was purchased, etc. Call attention to shopping bags with the Christmas motif, plain brown paper bags, bags with store names.
3. Ask students to choose a sack, think creatively, and write a composition telling about what is in the sack and giving any other information they want to include about the sack or its contents.

****

Learning Activities	Evaluation
2. Discuss oral communication for getting or giving information, for meeting social needs, and for entertainment.	Teacher evaluation: Check each student on oral performance and audience courtesy.
4. Prepare for story telling by searching for and choosing a story, then by practicing at home in front of a mirror, by telling the story to family and asking for their help in polishing it for school telling, or by taping the telling at school, listening to playback, and polishing for class telling.	Take notes on grammatical usage, but make no corrections now. Use notes to plan later learning activities for usage improvements.
6. Work out minimum standards for audience courtesy.	
8. Take turns telling stories.	

****

4. Select a sack, imagine what it might hold, and write a composition telling what is in the sack. Use dictionary for checking spelling and finding words to express ideas. Use language arts text for resource book on writing.	
5. Read compositions for classmates to enjoy, staple papers to colored construction paper, then hand in for teacher to make a room display.	Teacher confers with each student on originality, form, and neatness.

****

"JUST FOR FUN" WRITING (II)

Emphasis:

Written communication

Learning Objective:

The student will write for fun a color poem, a cartoon caption, and a "bottle note."

Suggested Materials:

Books of poetry

Collection of cartoons cut from newspapers and magazines

Teaching Strategies

1. **Read some color poems and encourage students to think of a color and try to identify the reaction or scene the color brings to mind. (A good source for color poems is any copy of Oklahoma Anthology published each year by the Oklahoma Council of Teachers of English.)**
4. **Collect cartoons from papers and magazines, cut off captions, and make them available for student examination and discussion of possible captions.**
7. **Invite students to enter the land of make believe by presenting them this prescription:**

> **Pretend you are walking along a breach and you find an old bottle washed ashore. Inside is a note. What does it say? Let your imagination run wild. Write a "bottle note." Proofread your note. Burn the edges of yellow paper and wrinkle it to make it look old. Write note on it.**

****

I AM, ARE YOU? (II)

Emphasis:

Usage of "I am" and "are you," along with career awareness.

Learning Objective:

The student will use and listen for correct usage of "I am" and "are you" as he or she increases awareness of careers.

Suggested Materials:

Cards of oak tag
Magazines and newspapers
Pictures of occupations

1. **Help students make cards with pictures of people working and write the occupation under the picture.**

   Examples:

   - **lady geologist running drill**
   - **scuba diver working old shipwreck**

3. **Group students and tell them how to play "I am," "are you" game. Give each group a stack of picture cards, face down.**

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Learning Activities	Evaluation
2. Think, discuss, then write color poems just for fun. 3. Proofread, edit, and make a copy of best poem to go into a booklet for the language arts center. (Each student does this.)	Teacher observes each student's participation in activities and the interaction among students during sharing time.
5. Choose a cartoon from a second set provided by teacher and write a caption for it. 6. Prepare cartoon and caption for display. 8. Follow prescription instructions and share notes with classmates by passing them around for all to read.	

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2. Make cards. 4. First child picks up card, taking care no one else in the group sees it, and gives an "I am" clue. Others in the group try to get the right answer by asking, "are you" questions. Example: (lady geologist) I am interested in soil samples. Are you a farmer? No, I am not a farmer. I am running a drill. Are you an oil well driller? Continue until right occupation is given or if it is not guessed after seven clues, the occupation is given by the child with the card.	Students make a class list of occupations they were not aware of before activities. Teacher listens for any carry over of "I am not" and "are you" in speech, as well as in written communication.

****

WORD SHOW (II)

Teaching Strategies

Emphasis:

Word Origin

Learning Objective:

Student will study origin of language, will choose a word commonly used today, will trace its origin, and make a poster of it for display in the Word Show.

Suggested Materials:

The World of Language, Book 4, Chapter 1, "The Story of Language"
Dictionaries

1. **Provide students with enough copies of textbook that they may study Chapter 1, "The Story of Language."**

5. **Display posters.**

****

HERE'S WHAT'S HAPPENING (II)

Emphasis:

Informal letter writing
Proofreading

Learning Objective:

The student will write a letter to his or her parents, telling them what is happening in language arts class and the expected outcome of the activities.

1. **Project letter with overhead and discuss informal letter writing, or use samples from text.**

2. **Discuss parts of letter with no formal memorization.**

3. **Give assignments for the week. Discuss what they will be doing and what outcome is expected.**

5. **Pair students for proofreading and discussion.**

****

Learning Actitivies	Evaluation
2. Interact as chapter is studied, giving special attention to origin of words in common use today.	Teacher evaluates through information on poster and through oral discussion the knowledge gained by the student from this study.
3. Choose a word and plan a poster illustrating its history and development. Consider: when the word first came into use, from what part of the world it came, how many changes can be traced, how many words have developed from the original.	
4. Decide on a plan for portraying the history and development of the word chosen. (Students have used a tree, a train, or a map to develop the idea.) Proofread work with the help of several classmates and hand in for display.	

****

4. Write a letter to parents, at the beginning of the week, telling them what will be happening that week in class and what the expected outcome of the activities is.	
6. Proofread and discuss letters in pairs, then hand in for teacher-student consultation.	
7. Take letters to parents.	Teacher observes students' proofreading and notes skills they think important.

****

THAT WORKING PARTNER, THE DICTIONARY (II)

Teaching Strategies

Emphasis:

Dictionary awareness

Learning Objective:

The student will use the dictionary as a working partner in communication.

Suggested Materials:

Teacher made questions.

Dictionaries for each student

1. **Present each student with a list of 15-25 questions (depending on the working rate of the class load) to be answered with the help of a dictionary.**

   Examples:

   Do your parents suffer from a lack of philoprogenitiveness?
   Would you refer to a self-willed friend as an egotist?
   Could you buy a gaggle at the local hardware store for your father on his birthday?

****

LISTENING TO DISTANT DRUMS (II)

Emphasis:

Listening experience to interpret literature

Learning Objective:

The student will listen to a recording of a literary selection, will identify and interpret the traits of characters, and transfer word pictures of the characters into art forms on a frieze.

Suggested Materials:

Record: SA929, Vol. 1, "Mowgli's Brothers," Rikki-Tikki-Tavi from Record Spoken Arts, Inc., New Rochelle, New York 10801

Record player

Opaque projector

1. **Give background of selection for listening and clarify reasons for listening.**
2. **Write the names of the leading characters of "Mowgli's Brothers" on the chalk board.**
   Mowgli
   Akela
   Begheera
   Baloo
3. **Write the author's name, Rudyard Kipling, on the chalkborad.**
6. **Involve students in identification and interpretation of character.**
   Which character did you like best?
   Did you dislike one of the characters?
   Tell about the traits or actions that caused you to like or dislike the character.
   Locate in the book and read key sentences about the character.
7. **Ask students if they have any idea of Kipling's qualifications to write. Relate interesting parts of his life, things that would particularly appeal to the group being involved in the study.**
8. **Prepare for second listening by throwing picture of jacket cover of record onto screen with opaque projector. The flip side may be used also.**

****

Learning Activities	Evaluation
2. Answer questions with the help of the dictionary 3. Using dictionary, make up ten questions of own. 4. Exchange papers with other students and answer these questions. 5. Compile a list of the twenty best-asked questions to be filed for next year's class to answer. 6. Select two questions to ask parents and share with the class, the next day, their responses. 7. Write an explanation of how the dictionary was used.	Teacher observes dictionary use during activities and checks written explanation.

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Learning Activities	Evaluation
4. Listen to recording once without interruption. 5. Pronounce the names of characters until they roll easily off the tongue, then identify the characters through participation in open discussion. 9. Listen a second time to decide which word pictures would transfer into art for a frieze. 10. Draw in figures on frieze, remembering sequence of happenings. 11. Add touches that improve the picture. Discussion may precede this addition. 12. When all is finished, one or two of the more artistically talented may add the last touches. 13. Decide as a class how, when and where to display frieze.	Teacher checks for evidence of experiencing literature by observing students' willingness to listen, learning to pronounce strange names, interest in the author, and transfer of character interpretation to frieze.

****

TATTLE TALE SHOP NAMES (II)

Emphasis:

Analyzing and writing

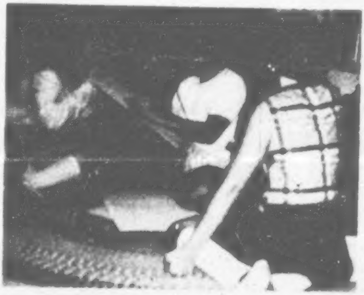
Learning Objectives:

From verbal stimuli, the student will create a picture story with words.

Teaching Strategies

1. Write on the board names of shops which are unusual.
   Examples:
   - The Hungry Ear
   - The Body Shop
   - Odds and Ends
   - The Pant Tree
   - General George
   - The Guys

5. Group students by threes for proofreading and editing.



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Learning Activities	Evaluation
2. Surmise and talk about what items could be brought in stores with such names.	Through student discussion of the different concepts the store names have provoked.
3. Add unusual names seen in local community or when traveling away from home.	Through teacher evaluation of students' use of mechanical skills. (This evaluation should be followed up with individual study if there is evidence of a need.)
4. Select one of the titles, pretend to be the owner of the store and describe the store and its stock.	
6. Proofread and edit story with the help of others in the group.	
7. Make a final copy, which may be illustrated, for display so all classmates may read it. Sign this paper at the end of the story: Owner, ____________________ (student's name)	

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SIMILE (II)

Teaching Strategies

Emphasis:

Comparing and construction similes

Learning Objective:

The student will discover the definition and key words of a simile and will compare and construct similies.

1. After students have read several stories containing similes, start them on a discussion of similes. Help them work out a definition and discover the key words, as and like.
2. Have students try to name ten things which are
   as sour as a lemon,
   as new as a polliwog's first day,
   as unusual as a report card with all A's.
4. Ask students to list comparisons they can remember hearing or reading.
6. Explain the term trite.
7. Group students to work with similes which represent comparisons of appearance. The activity may be treated like a game in that the students may make exaggerated comparisons for effect, such as:
   He could swim as fast as a snake in hot spaghetti sauce.
   Provide each group with beginnings similar to these:
   His whistle sounds like. . .
   The book weighs as much as. . .
   This flower smells like. . .
   The table is as long as. . .
   That kite is as high as. . .
   Tom is as strong as. . .
   The cave is as dark as. . .

* * *

NEWS AND HISTORY (II)

Emphasis:

Research writing and reporting

Learning Objective:

Students will name and locate all sections of newspaper. Pupils will discuss "Today's news is tomorrow's history." Pupils will write newspaper for one period in history.

1. Bring newspapers to class to investigate various sections of the paper. Discuss these.
4. List various sections of the newspaper on chalkboard or overhead projector.

* * *

Learning Activities	Evaluation
3. Discuss, work out definition, decide on key words, and participate in naming of the ten things.	Each student demonstrates his understanding of the construction of similes by writing several for display.
5. List familiar comparisons.	Teacher observes use of similes in follow-up work.
8. In groups, complete the beginnings, making several different similes with each one. Write down the best similes to share with the rest of the class.	
9. Each group appoints a member to read their similes for the rest of the class.	

****

2. In groups, look through newspapers.	
3. Determine different sections of newspaper and discuss.	
5. As a group, decide upon a period of history they would like to investigate.	
6. Research this time in history and bring findings to class.	
7. Choose sections to include in the newspaper.	
8. Decide on which section they would like to work.	Teacher observes pupils' ability to work in groups on a mutual project.
9. Select editor for each section.	
10. Write paper in style of historical period.	Teacher looks at the finished product and evaluates the choice of selections, style, ideas, and accuracy of reporting the selected historical period.
11. Proofread. Each group proofreads the writing of another group.	
12. Reproduce paper and distribute to class.	

****

DID I SAY? (II)

Emphasis:

Homonyms

Learning Objective:

The student will at intervals during the school year discover the usage of homonyms, one set at a time, and after language experiences with them, demonstrate his ability to use them according to their meaning.

Suggested Materials:

Teacher made "did I say's" of write, right, wright; to, too, two, pair, pare, pear; blew, blue; quiet, quite, quit; course, coarse; there, their, they're; and any others that are a problem for students being taught.

Teaching Strategies

1. **Using a strip of newsprint, 18 inches by whatever length can be put up on a classroom wall, manuscript near the left margin:**
   Did I say, "Write?"
   . . . or was it, "Right?"
   . . . or, "Wright?"
   (Any other set of homonyms may be used.) In approximately the center, long way on the strip, letter:
   Here is how you wrote for ten minutes.
2. **Explain to students that homonym errors very seldom show in oral language, but they stick out like sore thumbs in writing. Act as timekeeper while students write ten minutes using each word in the set of homonyms as often as possible and still keep a running thought.**
6. **After a week or so, put up another set and follow the same procedure.**

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TELL A STORY OR READ A POEM (II)

Emphasis:

Oral interpretation

Learning Objective:

The student will choose a prose or poetry selection, study it for interpretation, and present it orally for class enjoyment.

Suggested Materials:

Any of the literature books on the state list

Any other books of teacher or student choice.

1. **Discuss with students important points about story telling and oral interpretation.**
3. **Give students an opportunity to browse and choose a story or poem for telling or reading orally. Remind them to choose short selections.**
5. **Help students set up an informal, relaxing situation for the oral performances.**
8. **Encourage students to strive for improvement on the points that were listed as needing it and to give a second selection.**

****

Learning Activities	Evaluation
3. Write for ten minutes, sign name and post on strip of newsprint that has been put up by teacher.	
4. After all papers are displayed, students examine them to see if any mistakes can be found. Each student records mistakes and the name of the person who made it.	Students check for mistakes. Teacher notes students' ability to identify needed corrections.
5. Each student takes his paper down and, if he has made a mistake, rewrites his paper as classmates call his name and identify the corrections needed, then files his paper in his language improvement folder.	

****

2. Take notes on points to remember that will enliven the interpretation and keep the oral presentation of the story or poem moving.	
4. Choose a selection, study it for oral interpretation possibilities, experiment by giving it at home to parents, brothers, sisters or other members of the family.	
6. Present selections for class enjoyment	
7. After all interpretations are given, make a class list of things well done and another list of things that need improving.	After each oral presentation, the class may evaluate the performance in a spirit of friendly helpfulness.
9. Choose, prepare, and give a second selection.	Teacher and students note improvements.

****

MAKE WAY FOR THE NEWS (II)

Teaching Strategies

Emphasis:

Reporting news orally

Learning Objective:

The student will study the news, participate in a group to prepare and present a newscast in TV format and contribute to the class evaluation.

Suggested Materials:

Weekly Readers or other newspapers

1. Help students form news reporting teams and schedule time for each team to report. (A weekly schedule lends itself well to this activity.)

3. Provide Weekly Reader or some other newspaper for each member of a team approximately a week before their turn to give the news.

6. Before first presentation, help class work out criteria for evaluating teams as they present newscast, something like this:
   Did the group choose news well-suited for their purpose?
   Did the presentation show the group members had studied the TV format?
   Did each member speak clearly and show command of the words needed for reporting?

****

READ AND WRITE (II)

Emphasis:

Free reading and making written reports.

Learning Objective:

The student will read books of his choice from class-made list of categories, write reports according to a class-made list, and file reports in his or her folder to be evaluated by at least seven classmates and the teacher.

Suggested Materials:

Library books
Storybooks owned by students
Evaluation chart

1. Give over-all instructions needed for reading and writing activities and decide with students time period to be used.
2. Help students make a list of categories from which to choose.
   Some examples:
      fiction
      autobiography
      biography
      tall tales
      fables
      folk tales
      stories from other countries
      stories from different ethnic groups
      myths and legends
   (Be sure to let students make own list, don't just give them the above list.)
8. Put evaluation chart in each student folder. Chart space for rating from 1-5 such items as spelling, punctuation, capitalization, word usage, sentence structure, reader appeal, and over-all folder.

****

Learning Activities	Evaluation
2. Watch TV newscasts to study format used by different news reporting teams.	Class will evaluate each team.
4. Take paper home and study for planning report.	Teacher rates team reporting and individual's participation in class evaluation.
5. Choose an anchor man and special reporters. Include reporters from larger cities in the world that the anchor man may wish to call in. Work out all other details and practice in private.	
7. Present, on schedule, the newscast for class to evaluate.	
8. Make evaluation of each team according to criteria established before first newscast.	

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3. Make list of categories to be posted so all may have access to it.	
4. Work out different methods of making written reports. Some examples: book review summary of story a letter recommending the book a letter discouraging a person from reading the book an advertisement for the book a script for a puppet show	
5. Choose and read a book from as many categories as possible during the time period.	
6. Decide on a method and make a written report for each book read.	
7. Proofread, using language book for help needed, and file each report in individual folder.	Each student will evaluate at least seven folders according to criteria on evaluation sheet.
9. Help evaluate language arts performance of classmates.	

****

TALKING IT OUT (II)

Teaching Strategies

Emphasis:

Oral communication

Learning Objective:

The student will verbalize his ideas and reactions concerning a common situation, listen to other students' reactions, and respect the opinion of others even though they do not agree with him.

1. **Start class on a discussion of an actual situation, one that may have occurred on the playground or in the classroom.**

3. **Stop discussion, give students copies of learning objectives, answer any questions they may ask about the objectives, then suggest the need for a moderator.**

5. **Sit in background after discussion begins.**

9. **Suggest students put learning objectives into notebooks to be used again if they decide they want another such discussion on any topic of their choosing.**

****

COLD WORDS, WARM SOUNDS (II)

Emphasis:

Free reading and oral interpretation

Learning Objective:

The student will choose through free reading portions of poetry or prose and give an oral interpretation of his choice for the class.

Suggested Materials:

Literature text
Library books
Student owned books

1. **Encourage students to be on the alert during free reading time for selections which he likes so well that he wishes to share with the rest of the class through oral interpretation.**

2. **Help students set up standards for oral interpretation.**

4. **Provide students with this plan for presentation: Give a brief introduction to material, including the title, name of author, where it could be found, and a few remarks concerning its content; then give the oral interpretation of the portion selected.**

****

Learning Activities	Evaluation
2. Enter into discussion.	
4. One student is chosen to be the moderator.	
6. Continue discussion of problem, respecting learning objectives.	
7. After everyone participates, a majority vote may be taken on viewpoints.	
8. Moderator will appoint one student to summarize in writing on the board the important suggestions and the decision of the majority. Other students will help the appointed student in the summary.	Teacher notes students' participation, reactions and decisions in accordance with the objectives.

****

Learning Activities	Evaluation
3. Prepare a list of standards for good performance in oral interpretation. Something like this: Read so all can hear. Interpret the mood or emotion. Think about the meaning of each phrase or word; then give the reading warmth. Pronounce words distinctly Read smoothly. Make the voice catch the interest of the audience. Hold the book so audience can see the face of the reader. Try to read without using annoying mannerisms. Audience should want to listen and act as though they are interested.	Teacher and students rate each student performance using these questions: Did the class listen attentively and ask questions and venture to make comments upon completion of the interpretation? Was there an atmosphere of recreation and enjoyment? Was there a natural audience situation? Were the standards for good performance in oral interpretation met? Was the whole performance interesting?
5. Inform teacher when a selection is chosen and get any help needed in preparation.	
6. Present selection for class enjoyment.	

****

TWO NOGGINS ARE BETTER THAN A SINGLE (II)

Teaching Strategies

Emphasis:

Synonyms and proverbs

Learning Objective:

The student will list synonyms for as many words in a proverb as possible and will present the substitute proverb for class decoding.

1. Present a beginning list of proverbs:
    Good things come in small packages.
    Two heads are better than one.
    Home is where the heart is.
    It never rains but it pours.
    Too many cooks spoil the broth.
    Out of sight, out of mind.
    Absence makes the heart grow fonder.

3. Guide students into rewriting a proverb using synonyms for as many words as possible.

5. Group students to choose a proverb, to rewrite it and to plan a dramatization of the substitute proverb for class decoding.

****

NEW TECHNIQUES FOR YOUNG WRITERS (II)

Emphasis:

Techniques in writing

Learning Objective:

The student will adapt professiona writing techniques to his or her writing

Suggested Materials:

Teacher Information Sheet No. 5

1. Prepare students before they begin to write by presenting examples from books, magazines, and television.

2. Begin discussion of values of examples.

4. Ask students to bring examples.

6. Help students experience instant success in sentence writing techniques.

****

Learning Activities	Evaluation
2. Add to the list as many remembered proverbs as possible.	
4. Practice rewriting two or three proverbs and share through reading to class.	
6. Choose a proverb, rewrite, plan and present a dramatization of the substitute proverb for other classmates to decode.	
7. Use word clues to guess proverb dramatized, identify synonyms, and state the original proverb.	Teacher rate each member in a group on performance of objective.

****

3. Discuss values of examples.	
5. Share and discuss examples brought by the students.	
7. The teacher or a student suggests a subject. Students immediately write a sample sentence of the type studied that day.	
8. Choose best ones for display or booklet.	Teacher notes if the carry-over from these writing experiences appear in other subject material being used.

****

VOCABULARY OF THE FIVE SENSES (II)

Emphasis:

Vocabulary development

Learning Objective:

The student will recognize and use sense related words.

Suggested Materials:

"Vocabulary of the Senses" list from Elementary English, Feb., 1970.

Dictionaries

Teaching Strategies

1. **Supply students with vocabulary lists from "Vocabulary of the Senses," Alexander Frazier, Elementary English, Feb., 1970. Have these words kept in English notebooks.**

2. **Show a picture and ask students to choose words from the "sight" list that describe the picture.**

4. **Play different kinds of music.**

8. **Take children on a "smelling" field trip.**

10. **Propose a tasting party. Appoint a student committee to prepare a buffet of different flavors, such as: vinegar, salt, pepper, lettuce, lemon, candy, etc.**
12. **Read words deposited.**

14. **Put about fifty "touch" words on individual slips of paper into a grab box.**

16. **Teach the children how [illegible] play "Vocabulary Match."**

17. **Divide class into teams; present to each team, in turn, a clue word and the sense from which the match is to come.**
    Example: dog - touch

****

Learning Activities

3. Write a paragraph describing the picture.
5. Choose words from the "sound" list which describe the music and use the words in oral discussion of music
6. Hold a "sound" program at which each child presents a different sound, such as: pouring water, snapping fingers, rapping boards, etc. Others choose words to describe each sound.
7. Write a paragraph on "Sounds of the Highway," "Sounds of a Carnival," or any other sound titles chosen.
9. Play blackboard game: One child writes a word on the chalk board which suggests a "smell" word. The next child writes a "smell" word.

   Examples:

Suggests	Smell Word
gasoline	fumes
flowers	fragrant
skunk	stink
birddog	scent

11. Write suitable descriptive words on slips of paper and deposit in a bowl beside each item on the buffet.
13. Write a sentence about each flavor, using descriptive words.
15. Draw one word each, then make a list of all things this word describes.

   Example:

   Drawn word, "prickly" could cause this list to be developed: cactus, procupine, burr, wool, fear, caterpillar.
18. Each child on Team I gives a descriptive word about the clue word.

   Example: dog - furry, silky, smooth

   A score is given for each word. When a child fails to think of a descriptive word the next team gets a different word and a sense.
19. Make up tongue-twisters with descriptive words, trade and read orally.
20. Play a pantomine game in which the class works with one letter at a time to decipher word being pantomimed.
21. Play an alphabet game in which the first child names a "g" word, and each child must think of a "g" word of any sense. When the "g" list is exhausted, start with another letter. Play in groups, so each child gets more chances to participate.

Evaluation

Teacher checks children on using synonyms for underlined words in descriptive material and on inserting words in gaps in printed material.

Teacher notes voluntary use of more exact descriptive terms in speaking and writing.

****

THE ANCIENT MARINER WILL GET YOU (II)

Emphasis:

Enjoyment and appreciation of imaginative literature

Learning Objective:

The student will listen to "The Rime of the Ancient Mariner" and use it as a basis for developing his knowledge of the use of language in imaginative literature.

Suggested Materials:

Record, "The Rime of the Ancient Mariner," read by Richard Burton

Teaching Strategies

1. **Play recording of "The Rime of the Ancient Mariner."**
3. **Help students discuss narration, viewpoint, symbolism, and poetic devices.**
6. **Group students to evaluate letters.**
8. **Provide materials for booklet making and guide students in discussion and selection of content for booklets.**
10. **Put booklets in language arts center for students to read on free time.**

* * *

SENSORY RECORDING (II)

Emphasis:

Recording sensations and using similes

Learning Objective:

The student will use his senses to aid him in writing a paragraph, and will expand simple notes to notes which include feelings and comparisons in the form of similes.

(If these experiences are new for the students, only one sense should be used as a beginning. Similes could be written after each. Finally a combination of the senses could be used.)

1. **Instruct students to find a place after school is dismissed to take notes on what they hear, see and smell.**
3. **Ask students to write yes or no at the top of paper indicating willingness to share notes, collect all papers, but read aloud only those with yes at the top.**
5. **Give students the same assignment for two more days, each time asking them to go to a different location for note taking. Remind them that they are just taking notes on what they hear, see, and smell. Tell them, however, they may want to use words that convey feelings and similes. (Define simile and give some examples if students are not familiar with the term.)**
7. **Read the yes papers after the second and third assignments. Return notes and ask students to write a paragraph that will appeal to the senses of the reader, using their notes if they wish.**
9. **Read yes papers for peer approval.**

* * *

Learning Activities	Evaluation
2. Listen to recording. Follow poem in book if they want to. 4. Discuss with teacher's help. 5. Pretend to be one of the sailors and write a letter home telling about the experience with the Ancient Mariner. Use this criteria: Will my reader be able to visualize the Ancient Mariner by my description? Is my sequence of telling right? Will my reader have any difficulty in understanding my letter because of my spelling, capitalization, punctuation, or sentence structure? 7. Pass letters around in group to see if criteria was met. After peer examination, make any corrections needed and hand in. 9. Plan and make simple booklets. Minimum requirement criteria could be made by the group. Example: Cover sheet Brief biography of Coleridge Twenty quotable lines Optional pages that could be added: Examples of similes, metaphors, and alliterations.	Groups evaluate the letters. Peer approval of booklets on display is noted by teacher.

****

2. Write according to teacher's instructions and bring notes to class the following day. 4. Discuss what was heard, seen and smelled and if notes taken actually alerted the hearers' senses as they were read. 6. Continue note taking for the two more assignments. 8. Write paragraphs, proofread, edit and hand in, marked yes or no for sharing. 10. Comment on descriptive language, similes used, and communication of sensory reactions of the writer.	Students and teacher, together, evaluate paragraphs with relation to descriptive language, use of similes, reflection of author's feelings, and appeal to the senses of the hearer.

****

"LISTEN" MY CHILDREN AND YOU SHALL "HEAR" (II)

Teaching Strategies

Emphasis:

Listening and translating moods and ideas created into spoken and written expression.

Learning Objective:

The student will listen to a recording of music, form a mental picture of a mood or a possible scene of a happening and express his listening reaction orally and in writing.

1. Discuss, with students, the effects of background music in movies or television programs and the moods and ideas created by music.
2. Select a particular movement from a symphony or movie theme, play the recording, and start students in a discussion of the mood evoked.
4. Play the recording a second time.

****

STORYBOOKS FOR FIRST GRADERS (II)

Emphasis:

Writing for a specific purpose and audience.

Learning Objective:

The student will examine storybooks for first graders, conceive an idea for a story, he or she could write, transfer the idea into writing, illustrate it and make a booklet of it to be presented to a first grader.

Suggested Materials:

First grade storybooks
Language Arts Textbooks
Materials for making booklets

1. Display a variety of primary storybooks for student examination.
2. Guide students into a discussion of the books.
4. Suggest writing booklets to be presented to first graders and let students decide if they want to work as individuals, in pairs, or in small groups.
6. Provide first grade word list for student use.
9. Collect a variety of scrap materials to be used in making the booklets – leather, velvet, ribbon, yarn.
11. Arrange a time for presentation of booklets along with a visit between the author and the first grader who receives it.

****

Learning Activities	Evaluation
3. Listen for mood and discuss or compare reactions of different students.	
5. Close eyes and listen to the recording a second time to form mental pictures.	
6. Write a paragraph about the mood evoked or a short story of happenings visualized (a chase, a farewell, a fight).	Teacher rates students on visible evidence of listening and on how well his listening reaction was expressed in writing.
7. Read the stories in class and compare the various reactions.	

****

Learning Activities	Evaluation
3. Discuss plots, characters, and illustrations of books on display.	
5. Discuss ideas for booklets and level of words for a first grader.	
7. Write stories keeping in mind specific purpose and audience.	
8. Proofread in groups and polish manuscript for final form. (Use text as resource.)	
10. Decide on illustrations for stories and make booklets.	
12. Present booklets and visit with the first grader who receives it.	Check how well the student has demonstrated creative ability, plus keeping an individual commitment to provide something useful for a younger child.

****

WRITING THE INTERVIEW STORY (II)

Teaching Strategies

Emphasis:

Interviewing and writing

Learning Objective:

The student will become acquainted with other members of the class through interveiwing and writing.

1. **In some way pair students to interview one person in the class.**
2. **Write suggested interview questions on the board. (Extreme caution and discretion is imperative in this kind of assignment. Personal questions should be avoided.)**
3. **Suggest students get phone number of the student he interviews for further information.**

****

COMPOSING WITH SLIDE FILMS (II)

Emphasis:

Sequence filming and writing

Learning Objective:

The student will take pictures of classroom activities, sequence the slides, and write narration for the picture composition.

Suggested Materials:

Camera and color slide film
Prepared slide film presentation (may be teacher prepared or student work from previous year)
Slide projector
Tape recorder

1. **Show prepared slide films of prior classroom activity.**

3. **Consider with students what classroom activities might be filmed, whether to make several short film compositions or one longer one, whether to tape narration or have it read live for viewers, ways of selecting narrator(s), and preliminary steps necessary to proceed.**

5. **Group students according to activities they selected.**

6. **Have materials and equipment available for distribution to students.**

****

Learning Activities	Evaluation
4. Each student interviews another student, either in class or by telephone at home, and takes notes for writing biography later.	Student interviewed reacts to content and organization of written biography and helps proofread it.
5. Each student is interviewed and supplies interviewer with biographical information requested.	Student and teacher have a conference for evaluation of writing.
6. Within a two-day limit, students will do further interviewing to complete their fact-finding and write article.	

****

2. Veiw prepared slides and discuss sequencing. As a class, write appropriate narration to accompany a few of the pictures.	
4. Decide on preferred activities and procedure for making film compositions.	
7. Groups take pictures. When they are developed, sequence and plan narration.	Each group makes presentation for other groups to evaluate.
8. Groups choose narrators.	Teacher examines finished project for sequence and quality of narration.
9. Coordinate narration and slides for presentation.	

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"A BIG STORY" (II)

Teaching Strategies

Emphasis:

Oral and written compostition.

Learning Objective:

The student will demonstrate imaginative thinking in examining concepts that illustrate or help define certain cultural patterns and provide a vehicle for verbalization.

Suggested Materials:

Stories with definite social and cultural patterns

1. Read a story, such as Stephen Crane's "The Bride Comes to Yellow Sky," and start a discussion on the codes of the Old West as evidenced through the characters and events of the story.

3. Motivate class to make up an Old West story.

4. Arbitrarily select a main character for "A Big Story" — cowboy, sheriff, young lady, etc.

5. Be sure that the class understands the "Code of the Old West" they wish to illustrate in their story.

6. Help class get the telling of the story started in a relaxed and easy manner. At appropriate time, choose one student to continue developing the story.

****

GAME: READ AND RECALL (II)

Emphasis:

Reading comprehension.

Learning Objective:

The student will strengthen reading comprehension and listening skills, participate in group interaction, and practice following directions.

Suggested Materials:

Student record sheets.
Selected short story.

1. Divide class into small groups. Distribute selected reading material.

2. Help students understand the objectives of playing the game after they have read the selection.

4. Emphasize careful listening as teacher gives the questions and answers.

5. Emphasize the importance of students being able to support their answers.

6. Distribute prepared record sheets to each student.

9. Read accepted answers to class.

****

Learning Activities	Evaluation
2. Students contribute to the discussion. 7. Student stops his part of story at his own discretion and chooses another student to continue where he left off. The story continues in this manner until one student desires to end it. 8. When story is ended, all students write the story as it was told, or, if preferred, create their own version, so long as it keeps in mind the behavior code or idea to be demonstrated.	Students exchange papers and evaluate the stories in terms of pre-determined criteria, such as clarity through expression and organization, word usage, spelling and punctuationn. Students read papers showing changes made in plot.

****

3. Student reads the selection. 7. Student listens as teacher reads questions, then records his answers in appropriate place on record sheet 8. Students compare and discuss answers in each group, using text of story to support opinions and answers. Upon discussion a group member may change his answer if he desires. 10. Student listens for the accepted answer and puts a check in the appropriate place on record sheet for his individual credit and check for group credit, if it applies. 11. One person in each group acts as a group reporter for evaluation activity.	Groups report to class on outcome recorded on record sheets. Students and teacher discuss points where opinions or answers differed within groups or between groups.

****

MOVE IT UP OR MOVE IT DOWN (II)

Teaching Strategies

Emphasis:

Levels of language

Learning Objective:

The student will consider conditions under which to use formal and informal levels of language and practice communicating at both levels.

Suggested Materials:

Dictionaries

Literature books

Readers

Feature stories

1. Begin lesson by describing a situation in which two levels of language may be used.

   Example:

   > A young boy is walking along the street looking for the address of a newspaper company where he has an appointment to apply for a paper route. On the street, he meets a friend. He chats briefly with his friend who already has a paper route, then asks him directions to the building. He proceeds to the office where he identifies himself to the receptionist. She informs the personnel manager that the applicant has arrived. The applicant is shown to the office where he introduces himself and is interviewed by the personnel manager.

2. Guide students into discussion of different levels of language the boy may have used for the three different conversations.

4. Group students to work out the three different conversations.

7. Move students into investigating their knowledge of words by asking what categories could be given words for informal usage.

   Examples:

   familiar, colloquial,
   ordinary, everyday

9. Start students on the same type activity using formal words. Help them note formal words are used for special occasions and are used more often in writing.

11. Group students to write sentences in informal language to be used as an exercise in change from informal to formal expression.

13. Choose sentences well-suited for transposing into formal expressions and ditto for student use.

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Learning Activities	Evaluation
3. Discuss the different levels and why most people change the level of their language to fit the audience or the occasion.	
5. Work out conversations and role play each situation to share with classmates how the different levels of language fit.	COMMUNICATION IS
6. Each group suggests situations in which a different level of language might be used and request another group to role play it using the most appropriate language. Example: Explain to a classmate why you were late to school. Explain to the principal or teacher.	
8. Decide on categories, give some examples of words for each category, then make, under categories, word displays. (may be made in groups or as individual students)	
10. Discuss formal or "special occasion" words. List some of the informal words from the displays and, from own word experience, write a formal word for it. Examples: Kids - children, talk-converse Use dictionaries to add other words.	
12. Write informal language sentences.	
14. Transpose from informal to formal the student sentences selected by teacher for this exercise.	Teacher evaluation of activity 14.

****

LISTENING, TOUCHING, SMELLING (III)

Emphasis:

Verbalizing sense observations

Learning Objective:

The student will verbalize observations as he looks, listens, touches, and smells. He will transfer some observations into writing.

Suggested Materials:

Sand paper blocks, wind chimes, any device teacher wants to use in providing experiences.

Film projector and one of the art films, such as "Wild Horses."

Teaching Strategies

1. **Explain learning objective and that several different days will be used for meeting the objective.**
2. **Tell students they will hear some sounds without seeing the causes of them. Some will be pleasant, some unpleasant to the ear. Ask them to listen imaginatively and scratch down on paper any ideas that come into mind.**
4. **Group students for discussion.**
6. **Ask each student to choose the idea he likes best and put it into a sentence or sentences that will let his readers hear the sound just as he heard it.**
9. **Ask students to bring articles of different textures for the touch experiences.**
12. **Provide students with experiences of smelling both good and bad odors.**
13. **Show art film once for students to gain overview, and a second time for note taking to be used in organizaing and writing observations.**

* * *

SENTENCE PATTERN (III)

Emphasis:

Writing sentences to pattern.

Learning Objective:

The student will show his understanding of basic sentence patterns by writing the formulas for sentences and by writing the sentences to illustrate the patterns.

Suggested Materials:

Grammar text, newspapers, magazines, radio, and television newscast.

1. **Help students study in test the sentence patterns:**

   (A) S - V
   (B) S - LV - SC
   (C) S - V - DO
   (D) S - V - IO - DO
   (E) S - V - DO - OC

2. **Take care to push students toward finding their own facts and developing their own motivation in learning about sentence structure.**

6. **Divide board into five sections, make five letter slips for students to draw.**

8. **Ask students to examine how writers use different sentence patterns and to select some examples for sharing.**

* * *

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Learning Activities	Evaluation
3. Listen and scratch down ideas. 5. Using notes, talk about ideas stimulated through the listening experiences. 7. Write according to Assignment No. 6. 8. Share for reading [illegible] coments in groups. 10. Each group prepares a collection to be used for the touch experiences and exchanges with another group. 11. Students touch and, using precise words, explain to the others in the group their observations. 14. Students take notes, organize them, and write observations.	Students in the groups rate writing as to the effect on readers' sense of hearing. Teacher checks last writings for student's performance in expressing observations.

****

3. Study text information. 4. Practice making sentence patterns and writing sentences for each pattern. 5. Each student puts a pattern on the board and chooses someone to write the sentence for it. 7. Five at a time, students draw letters, go to the board and wirte a sentence to illustrate the pattern drawn. 9. Investigate how writers use the different patterns of sentences in literature text, in newspapers, in magazines, on radio and television newscasts and bring some sentences to share with classmates.	Students display patterns and sentences and any art work they wish to add to their display. Teacher gives an essay test in which student uses as many sentence patterns as he can to make writing pleasing. Teacher observes writing assignments after these experiences to judge the carry over from basic sentence study.

****

COINING NEW WORDS (III)

Teaching Strategies

Emphasis:

Information found in the dictionary.

Learning Objective:

Student will display his knowledge of dictionary format and information it holds by creating a page for a dictionary.

Suggested Material:

Overhead projector with dictionary format, either a commercial overlay or one made by the instructor.

Dictionaries for reference to aid student in setting up his page.

1. **Use as an enrichment experience following dictionary unit found in textbook. Review dictionary skills quickly.**
2. **Use overhead to point out a few prime points (guide words, pronunciation, etc).**
4. **Stimulate curiousity about new word creation, problems of word classification, definitions, etc., and putting word into dictionary.**
5. **Lead discussion with questions, such as:**
   How do you think new words come about?
   How do new words get into dictionaries?
   How would you go about setting up a page in the dictionary, using new words?
6. **Draw a few ideas from class for examples of new words: glorange (both gold and orange), glappy (somewhat glad and somewhat happy).**
9. **Take time to help students start their original pages.**

****

"TOM SWIFTIES" ETC. (III)

Emphasis:

Colorful Language

Learning Objective:

The student will bring written conversation to life by using colorful tags and Tom Swifitics.

Suggested Materials:

Blackborad
Pictures

1. **Place on board the sentence, "I can't do it," he said.**

3. **Write suggested tags on the board.**

6. **Provide sentence starters.**

9. **Introduce "Tom Swifties"**
   Examples:
      "I got it caught in a power saw," he mentioned offhandedly.
      "Is that a skunk I smell?" he asked distinctly.
      "The body had been exhumed," he said gravely.

****

Learning Activities	Evaluation
3. Read and rap on dictionary content and way words and pages are laid out.	Teacher observes participation in discussion and in creating and sharing new words.
7. Make up and share new words.	Teacher screens pages as written for individual assignment.
8. Develop a page for a dictionary with own new words, setting up each word for a chosen dictionary, as a class.	
10. Each indivudual creates a page for a dictionary using his original words.	
11. If desired, class may compile a dictionary of all new words	

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2. Students suggest more colorful tags. Examples: he snorted, he expounded.	Teacher checks performance during each activity.
4. Discuss how the meaning of the sentence changes with the new tags.	Check Tom Swifties and make available a bulletin board on which they may add Tom Swifties as they think of them.
5. Suggest new sentences for tag changes.	Students display captioned pictures.
7. Students add tags, vying to make most colorful and meaningful sentences.	Students cooperate in assessment of most colorful language.
8. Students bring copies of sentences with interesting tags from their reading.	
10. Student define "Tom Swifties" from teacher's examples and experiment with writing some.	
11. Students bring or draw pictures and make appropriate conversational captions.	

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"CASEY AT THE BAT," AN EXPERIENCE IN ORAL INTERPRETATION (III)

Emphasis:

Oral Interpretation

Learning Objective:

The student will strive toward better understanding of a poem by reading it well, will practice articulation, saying words clearly and distinctly, will practice phrasing until meaning is most apparent.

Suggested materials:

"Casey at the Bat" by Earnest L. Thayer

Poems of student choosing.

Teaching Strategies

1. **Ask how many students have ever heard the poem "Casey at the Bat."**
2. **Give interesting information about author and poem.**
3. **Hand out copies of poem.**
5. **Ask students to notice how the poet made "Casey" seem real. Explain word pictures.**
7. **Talk about specific words which are most descriptive.**
9. **Discuss phrasing.**
12. **Ask students if total meaning is more clear now.**
15. **Discuss mood as it affects meaning of words.**
18. **Ask students to examine quite a number of poems and to choose one for interpretation. Suggest each student choose a poem which has special meaning to him.**

****

WHO'S TELLING WHOM (III)

Emphasis:

Levels of language

Learning Objective:

The student will examine the use of appropriate language style for speaker and occasion.

Suggested Materials:

Model recordings
Tape recorder
Tapes for student recording

1. **For playback to be read to students, tape "model" explanations of a play in a football game that might have been given by a radio commentator to his audience, one student to another, a visitor from Australia.**

(The first may be taped from the radio; the last may be teacher tape, get a student and a coach to tape the other two.)

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Learning Activities	Evaluation
4. Read over poem silently.	Teacher evaluates using this criteria:
6. Pick out word pictures which make "Casey" seem real and write on board.	Can the student read the poem meaningfully?
8. Tell why these words are more effective than common words.	Does the student understand the concept of mood?
10. Look at first stanza. Divide it into thoughts by using slanted lines.	Can the student better appreciate literature by reading it effectively and discussing it?
11. Read poem, each student reading one verse.	Students evaluate each performance. (optional)
13. Read poem, each student reading one verse.	
14. Now read each stanza emphasizing mood. Practice several times.	
16. Ask each student to tell mood of his stanza.	
17. Read aloud using expressions and insight gained through discussions.	
19. Read, choose a poem, determine the best way for its oral interpretation and present it in class.	

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Learning Activities	Evaluation
2. Discuss appropriateness of speech for each speaker and his audience.	Class discusses appropriateness of style for each tape played, and why different levels are used.
3. Students tape a refusal to give money as might be given by: a dad to his son a President to his people an old lady to a robber.	
4. Each student chooses which tape he wishes to play for class.	

****

FANTASY JOURNEYS (III)

Teaching Strategies

Emphasis:

Experiencing and communicating

Learning Objective:

The student will examine his emotional responses through fantasy journeys (imaginary) and transfer his experiences into oral and written communication.

Suggested Materials:

Recording of "Grand Canyon Suite"
Record player

1. **Start students talking about their experiences with fantasy and reality in their reading of literature.**

3. **Ask students to close their eyes and experience what is happening in each situation being described. Ask them to think in first person, present tense.**

   Some possible situations:
   - **a) You are sitting quietly on a river bank. Be aware of the events that occur there, and what the river brings you.**
   - **b) You are in a valley; discover what your valley is like and what happens there. Look up and see something far away move toward you. Discover it as it moves closer to you and encounter it.**
   - **c) You have just crash-landed on another planet. Explore this new planet and discover it.**
   - **d) Invent an animal you would like to become. Become this animal and explore your existence.**
   - **e) How are you unique? Imagine you are a motorcycle...What kind of motorcycle are you...Where is your home and where do you go...Now start up and go somewhere...How do you get started...Where are you going...Look back and see who is riding you...What is your rider like...**

5. **Have students scratch down emotional responses and ideas as they listen to "Grand Canyon Suite."**

7. **Ask them to choose some of their ideas, organize, and write them up, so their reader could experience them.**

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Learning Activities	Evaluation
2. Talk about fantasy and reality and recall some favorite literary selections based on fantasy. 4. In small groups, talk about ideas and feelings that occurred as situations were related. 6. Listen and take notes. 8. Write compositions based on emotional responses and ideas taken from notes. 9. Share in small groups, proofread, and rewrite to hand in.	Teacher checks paragraphs for transfer from feeling to writing. Students evaluate experience by discussing these questions: 1) What did you discover that was new to you? 2) What new moods did you feel? 3) Did you discover anything new about yourself?

****

LIBRARY USAGE-REFERENCE (III)

Emphasis:

Format of reference materials

Learning Objective:

The student will examine reference books for content and usage and be able to use the books to locate information.

Suggested Materials:

Reference books from the library or media center.

Teaching Strategies

1. **Select 5-7 reference books from the library.**
2. **Divide the class into small groups to examine the reference books, rotating the books from group to group.**
3. **Ask each student to keep a chart or notes on each book examined noting a description of book content, the scope of the book (kind of information, period covered, etc.) and the physical arrangement of the contents.**

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LITERATURE AND PUPPETS (III)

Emphasis:

Dramatization

Learning Objective:

The student will choose a literary selection for dramatizing with puppets, will write a script and give a performance.

Suggested Materials:

Commercial or student-made puppets. Literature texts. Puppet patterns from Woman's Day Magazine, December, 1969, pages 54, 55, 56, 57 and 10. Scrap materials, felt, buttons, beads.

1. **Research literature for stories adaptable to puppets.**
2. **Discuss writing stories in script form. Discuss puppets, puppet construction, staging.**
4. **Assign students to specific projects - costuming, stage background, script writing, research on puppeteering, research on period of time of the literature selection.**

****

Learning Activities	Evaluation
4. Working with assigned group, examine each reference book and chart the description, the scope, and the physical arrangement. Practice using the source by asking each other questions to be answered from the given volume.	Teacher makes an "open book" test. The answers are found in the reference books examined.

****

3. Students read literature, discuss in terms of dramatization. Draft script for puppet performance. Research customs of the period of history of the literature selection. Discuss costuming, methods of puppeteering.	Teacher observes student participation in their particular assignment on the puppet research, writing and performance. Teacher observes audience reaction to original puppet presentations.
5. Students work on specific assignments: script-writing, puppet making, costuming, stage construction.	
6. Students use information gained on staging the literature performance to write and dramatize original puppet performances.	
7. Students present puppet show to a group or class of students younger than they.	

****

CREATIVE WRITING – IMAGERY (III)

Teaching Strategies

Emphasis:

Sensory perception as communication input.

Learning Objective:

The student will perceive an image through the sense of sound and share the experience through language.

1. **Review examples of receiving communication through the five senses.**

2. **Have class listen to sounds outside the classroom. Then have the students attempt to describe orally what they heard. Put the better descriptive phrases on the board so students can see that some descriptions let one hear what the writer heard.**

4. **Assignment: Sit in one spot and listen for sounds at your home—at least five sounds. Then write them down using "sound" verbs, adjectives, nouns, and adverbs.**

****

CONTROLLED WRITING (III)

Emphasis:

Writing controlled-form poetry

Learning Objective:

After having an opportunity to respond to haiku, tanka, sijo, cinquain, and diamante, the student will write some poems of his own according to the controlled forms he chooses.

Suggested Materials:

Teacher Information Sheet No. 6
Literature books containing kinds of poems being studied.
Poetry collections such as:
Cricket Songs, Harry Behn, Harcourt Brace Jovanovich
In a Spring Garden, Richard Lewis, Dial

1. **Begin by reading some good examples of haiku for students to enjoy.**

3. **Explain for students why haiku is called a controlled form of poetry. Give students prepared form patterns listed in objective**

5. **In preparation for writing haiku, give student information from Teacher Information Sheet No. 6.**

7. **Ask students to leave room on the alert for particular events to be used in haiku writing at next class period. Give each student an index card on which to scratch down the events.**

9. **Guide students in study of other controlled forms of poetry writing, except the diamante.**

11. **Guide students in study of diamante pattern.**

14. **Appoint a committee to put class poems together into a room booklet.**

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Learning Activities	Evaluation
3. Listen with the class to sounds just outside the classroom. Participate in the attempts to describe what was heard.	Read and evaluate the students' attempts to recreate sounds through description.
5. Listen at home for five distinct sounds and attempt to recreate those sounds through description.	Read samples to the class for group response and criticism. Select and display successful description.

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2. Listen to haiku and give personal reaction or interpretation.	
4. Class discusses different forms, then students browse through books available to find examples for sharing with classmates.	
6. Practice writing haiku as a class, taking care to only suggest the particular event that arouses the emotion and presenting the event in the present, so the reader may experience it as a "now happening."	
8. Write haiku on scratch paper. Get critical analysis aid from at least three persons. Prepare haiku for display, writing and illustrating as beautifully as possible.	
10. Study forms, choose one, and write according to it.	
12. Suggest first and last nouns for use in diamante writing. (Antonyms, generally) Write two or three as a class, using grammars for reference in parts of speech if needed.	Teacher asks students to evaluate haiku display.
13. Each student writes his own diamante, gets three persons to be his critics, and prepares his poem for display on a diamond shaped background sheet.	Student will write about what he has learned and what he thinks of the learning experiences.
15. Each student helps in any way he can in preparing booklet.	

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CAN YOU IMAGINE? (III)

Emphasis:

Imaginative Writing

Learning Objective:

The student will write imaginatively in the style of science fiction with particular emphasis on one emotion.

Suggested Materials:

Several literary selections which emphasize the emotion fear

The section on fear from Invention, John C. Adler. Harcourt Brace Jovanovich

A large papier-mache spider to suspend from the center of the room.

Recording of strange sounds and noises

Teaching Strategies

1. **After students have read several science fiction literary selections and written about a time when they were afraid, set the situation for imaginative writing by suspending the spider from the ceiling.**
2. **Allow students time to interact about spider.**
4. **Turn discussion toward movies, television, stories, and comic strips dealing with fear.**
6. **Play recording and ask students for reaction.**
8. **When enthusiasm is high, suggest students write using the spider as a character. Tell them to use script, short story or any literary form.**
11. **Ask groups to present to class some of the best.**

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EMOTIONAL FEELINGS CONNECTED WITH WORDS (III)

Emphasis:

Vocabulary Development

Learning Objective:

The student will become aware that words sometimes evoke strong emotional responses and feelings.

Suggested Materials:

Overhead projector and transparencies to write on

1. **Write on board (or overhead projector) the following words (or others of similar impact), allowing a few seconds between each listing.**
    - **hippie**
    - **dropout**
    - **policeman**
    - **school**
    - **parents**
    - **politics**
    - **egghead**
    - **rock**
3. **Teacher asks students to share responses to the words with the class.**

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Learning Activities	Evaluation
3. Students talk about spiders. Give free rein to imagination.	
5. Recall imaginative stories, TV programs, and movies with emphasis on the emotion fear.	
7. Discuss how music and noise increase tension and fear in filmed stories.	
9. Write during class, finish work in more detail outside class.	
10. After writing is finished, form groups reading and postwriting discussion.	
12. Make any presentations groups choose.	
13. Prepare final copies and display.	Teacher rates on imaginative writing and emphasis on fear.

****

2. Students write first word or phrase which comes to mind as teacher lists the words. (word association)	Teacher observes student participation in class activity. Teacher evaluates paragraphs.
4. Students identify emotions and feelings by responses in class discussion.	
5. Students write paragraphs explaining possible reasons for a word association of his choice.	

****

CAPITALIZATION AND PUNCTUATION (III)

Teaching Strategies

Emphasis:

Applying information

Learning Objective:

The student will demonstrate the ability to apply rules of capitalization and punctuation by writing examples of the rules.

Suggested Materials:

Language arts text

1. Encourage students to discuss the importance of capitalization and punctuation to decoding written communication.

2. Ask students to use index of grammar text to find rules for capitalization and punctuation.

4. Help them choose a rule for capitalization and one for punctuation and apply the two by writing an example sentence.

   Sample Item: Instruction - Write an example sentence for these two rules:
   - a. Every sentence begins with a capital.
   - b. A statement ends with a period.

   Example: The astronauts landed on the moon.

   - a. Capitalize a person's name.
   - b. Place a period after an initial used in a name.

   Example: John L. Stone always wears cowboy boots.

6. Pair students to write rules and example sentences.

8. Deal out papers to pairs. No one gets his own paper.

****

WHAT'S THE MAIN IDEA? (III)

Emphasis:

Main ideas

Learning Objective:

The student will demonstrate his ability to recognize main ideas by matching a newspaper article with its headline, and will write lead paragraphs and headlines.

1. Provide students with scrambled newspaper articles and headlines which have been cut apart.

2. Group students for work in matching headlines and articles.

5. Guide class into a discussion and study of lead paragraph. Have each student write a lead paragraph, then exchange and write a headline for the other's paragraph.

****

Learning Activities	Evaluation
3. Students may ask any questions they need answered as they use index of text.	Teacher will check for any carry--over in later writing assignments and discuss findings with individual students.
5. Choose several combinations for capitalization and punctuation that go well together and give them orally.	
7. Write rules and example sentences to be handed in (About ten rule combinations and examples.)	
9. Proofread to report any excellent combinations and examples.	
10. Suggest any corrections that should be made.	

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3. Examine the article to determine the main theme, then match articles and headlines.	
4. Student checks his accuracy as teacher gives answer.	
6. Write lead paragraph for a news article, then write the headline.	Teacher evaluates performance of each student.

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EUPHEMISMS (III)

Teaching Strategies

Emphasis:

Vocabulary development

Learning Objective:

The student will become aware of impact of words on others and the need for careful choice of words and demonstrate this awareness through activities.

1. **Teacher shares with class idea that many words have come into the English language to avoid bluntness or inconsideration of others.**

Examples:

die	pass away breath one's last
janitor	custodian sanitary engineer
clerk –	junior executive

5. **Present different adjectives and nouns used in everyday speech to describe persons in a tactful way. Ask students to think of synonyms used to soften impact of words, such as fat, old, stupid.**

****

QUESTIONS? QUESTIONS? QUESTIONS? QUESTIONS? (III)

Emphasis:

Phrasing questions

Learning Objective:

The student will demonstrate his understanding of how to ask four kinds of questions:

1. Memory questions (recall)
2. Questions that prompt reasoning (convergent)
3. Questions that launch creative thinking (divergent)
4. Questions that call for judgment (evaluative)

Suggested Materials:

Teacher Information Sheet No. 7

1. **Explain to students the use of the four kinds of questions and why answers to memory questions are simple to recall with only one correct answer; answers to convergent questions are facts plus reasoning with several correct answers; answers to divergent questions require creative thinking and many answers will be correct, and answers to evaluative questions call for judgment and all answers are correct.**

3. **Assign a selection from a literature text for an exercise in reading and writing questions.**

8. **Remind students to be especially careful to apply rule for end punctuation of all questions.**

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Learning Activities	Evaluation
2. Identify the following euphemisms: housewife - homemaker cheap - economical teacher - educator waitress - hostess servant - domestic help grocery sacker - customer service 3. Explain why these euphemisms were coined. 4. Write a paragraph or paragraphs listing euphemisms heard daily and explain why they have come into our language. 6. List synonyms and describe reasons why each would be used: fat - plump, heavy, stout, etc. lie - untruth, misunderstanding, error old - ancient, elderly, tired stupid - uneducated, deprived, slow	Teacher evaluates student learning in activities 4 and 6.

****

Learning Activities	Evaluation
2. Practice asking questions on any topic of interest. 4. Write two examples of each of the four kinds of questions using story read as basis for questioning. 5. Each student will select and identify one of his questions to be asked of a classmate. 6. Classmate will answer question. 7. Proofread questions and rewrite to hand in for grading. Use grammar section of text and dictionary as resource aids during proofreading.	Students evaluate questions and answers according to the kind of question.

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MAKE A DEPOSIT EACH DAY IN YOUR WORD ACCOUNT (III)

Emphasis:

Vocabulary development

Learning Objective:

The student will develop suggestions for increasing his vocabulary, will show proof of using the suggestions, and will increase his vocabulary test rating.

Suggested Materials:

Reader's Digest, Feb., 1973

Text books being used

Teacher Information Sheet No. 8

Teaching Strategies

1. **Administer, or have the person responsible in the school administer a vocabulary test.**

2. **Summarize for students "Is Your Vocabulary Good Enough?", Blake Clark, Reader's Digest, Feb., 1973.**

3. **Lead students into the realization that developing vocabulary must be an independent study project.**

5. **Be sure many different books on vocabulary development are available for student examination. Group students for an initial examination of the books.**

7. **Ask students to examine their grammar text for help in vocabulary development.**

9. **Begin a discussion on the fact that everyone doesn't need the same words although there are some basic words everyone must have. Question students on what careers they are considering, list them on the board to be used in student discussion.**

11. **Guide students into making their own plan for vocabulary development for the whole year. Use Teacher Information Sheet No. 8, but try to get students to work out something like each suggestion so they think the plan is of their own making.**

13. **Provide a copy of the plan for each student to file with his word cards. If no one suggests making or bringing his box for card file, ask students to make one.**

15. **Provide a few minutes each day for students to put new words into file. After approximately a month, let each student use three of his words to make test questions.**

19. **Help students stay interested in vocabulary development all year.**

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Learning Activities	Evaluation
4. Contribute to discussion on independent study to develop vocabulary.	
6. In groups, examine vocabulary building books, take notes on anything group decides will be helpful in their individual activities.	
8. Study text books for vocabulary development helps.	
10. Discuss word needs of different class members, according to careers listed.	
12. Make suggestions for long-range-vocabulary-development plan as someone lists them. Choose best. Some may be combined to result in a better plan.	
14. Make index card file boxes, file plan for developing vocabulary, and start individual vocabulary projects.	
16. Scan different vocabulary tests, decide on format, and make questions. Give one copy of questions to the teacher and keep one to use when test is checked.	
17. Take test and verify answers by teacher announcing word and student responsible for question giving answer.	Teacher observes participation in project, increases interest in words, and gives test to determine improvement in vocabulary. (Use published testing at beginning, midway, and end of school term.)
18. Continue vocabulary development according to plan.	

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REAL LIFE DRAMA (III)

Teaching Strategies

Emphasis:

Drama

Learning Objective:

The student will participate in a group in writing and dramatizing a real life situation based on a newspaper article.

Suggested Materials:

Newspapers

1. Divide the class into groups, no more than five students in a group.
2. Pass out newspapers to each group. These do not have to be today's papers.

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WHAT'S THE LINE? (III)

Emphasis:

Caption writing

Learning Objective:

The student will demonstrate his ability to think creatively by writing captions for cartoons and comic strips.

Suggested Materials:

Teacher collected comic strips and cartoons.

Teacher Information Sheet No. 9.

1. Prepare a collection of comic strips and cartoons by blocking out the final balloons and cutting off the captions.
2. Provide a time for students to examine the collection.

****

Learning Activities	Evaluation
3. Each group will select some article in their paper to write into a play.	
4. Students may look up background information or infer from imagination to make the story complete.	
5. One student is selected to write for the group. Characters are selected, dialogue is dictated.	
6. Students write on ditto masters (or duplicate by other means) and distribute copies to each member of the group.	
7. Each group reads and acts out their drama.	
8. The class may wish to have the newspaper article, on which the drama is based, read in order to discuss the inferences and interpretations of the performing group.	Teacher and students evaluate the group performance.

****

3. Mull over collection. Decide which have good possibilities for interpretation.	During reading, students rate one another on creative thinking by comments or captions.
4. Each student chooses a comic strip or a cartoon, studies it for meaning to him, and writes the final balloon comment or caption to be read to class at a "comic time" session.	
5. Select some of the best ones and prepare a display of them with the illustrations from the collection that triggered them.	

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HERE COME THE AUTHORS (III)

Emphasis:

Biography of authors

Learning Objective:

The students will research authors, decide from student interpretation of their works and biographies what the authors would want to say to youth today if they could come to life, and create a skit in which students play act as the authors and talk with and answer questions for the other students in class.

Suggested Materials:

Textbooks
Books from home
Library resource books

Teaching Strategies

1. Bring up the question of what students think the authors whose works they have studied would say to them if those authors could come back today.
3. If a student does not hit on the idea, explain to them that it would not be difficult to overlay their major ideas and their biographical facts with our life style and decide what the authors would say.
4. Group students for research and overlay. Appoint a chairman for each group to keep the work moving.
7. Act as advisor during reasearch time.
8. When a reasonable length of research time has passed, ask class to choose four authors to be used for the author "come back" skit.
9. Appoint co-chairmen to preside over total project.
11. Guide class into deciding how to get authors before whole class.
14. See that all students participate in author project.
15. When the project is ready, arrange time to present program to students in other classes.

****

WRITE YOUR OWN WANT-AD (III)

Emphasis:

Writing concisely

Objective:

The student will demonstrate his ability to use language concisely by writing classified ads according to newspaper specifications.

Suggested Materials:

Classified ad sections from several newspapers
Teacher Information Sheet No. 21

1. Provide for student's examination copies of classified ads from several different newspapers.
3. Help students discover examples of awkward, humorous, and well written ads.
   Example:
   Room for rent to man with bath.
5. Provide students with Write Your Own "Want-Ad" information sheets and answer questions they may ask.

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Learning Activities	Evaluation
2. Discuss the question.	Four authors reach to the present during the class planned seance skit.
5. Each group will choose authors to research. Work as individuals, but all in group help one another.	
6. Students use all books in classroom, any they bring from home, and the resources in the library to obtain information on authors.	
10. Each group takes one of the authors chosen and works up a message from the author for students today.	
12. Class decides on a reasonable way to have authors give their message and be questioned. (A Dick Blabbett TV show seance have been used successfully.)	
13. Work up skit. Use the colloquial language of their peers in presenting the skit. Make the project entertaining as well as educational.	
16. Present skit in own class, then for the enjoyment of other classes.	Teacher rates on group work, on individual work, and on contribution to the staging of project.

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2. Examine and discuss classified ads.	Student check to answer these questions:
4. Share examples discovered with illustrate.	Is my word selection good? Does my ad say what I want it to say? Could I save any money by using fewer words? Will the message be clear for any reader the ad reaches?
6. Study information sheets, write ads, proofread, evaluate by student check questions listed, and display on bulletin board.	

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LET'S PRETEND (III)

Teaching Strategies

Emphasis:

Creative writing and extending writing range

Learning Objective:

The student will concentrate on being truthful and honest in his writing and on developing the technique of relating his ideas, expressions, and dreams to others by the use of pen and paper.

1. Lead students in a discussion about the two words, truth and honesty, and how they relate to what a student will write on paper.
   Questions:
   When you write something on paper, do you write exactly as you feel or do you write what you think someone wants you to write?
   Can you really express your own ideas?

3. Get students involved in a discussion of the principle of forming own ideas and thoughts and putting them on paper. Start a list of pretend examples, such as: Pretend to be a slice of bacon, stretched out smooth and cool with others just like you in a refrigerator. You are suddenly pulled from the others and laid in a pan. What then? When several examples are listed ask students to copy them for later use.

5. Give students a common assignment for writing a let's pretend theme.

7. Read aloud some papers on marshmallow topic and comment on the thoughts and the descriptive words used.

8. Lead students in the direction of avoiding plain, everyday words and using lovely, luscious, descriptive words.

11. Help each student find the correct mechanics and structure in building compositions by using texts and outside reference materials.

12. Assign two more pretend themes.

****

Learning Activities	Evaluation
2. Compose on paper thoughts on truth and honesty as related to theme writing.	
4. Help in making of the list of let's pretend examples and copy list for later use.	
6. Write theme according to this assignment: Pretend you are a marshmallow in a cup of hot cocoa and relate your thoughts, and secret fears and give a description of your surroundings.	
9. Each student will select ten plain words and then try to enlarge each word into many lovely descriptive words of related meanings.	
10. Each student pretends he has invented a new product for public use and writes an advertisement about the product. If the student wishes, he may make a full color poster with his written ad.	
13. Pretend to be an apple in a barrel and relate your thoughts on the saying: One rotten apple can spoil the whole barrel. Try to explain honestly and truthfully the implications of the statement.	
14. Choose one of the pretends from the list copied earlier and write a theme with it as the basic idea.	Teacher compares first and last writing assignments to determine span in improvement.

****

I REMEMBER (III)

Teaching Strategies

Emphasis:

Sharing memories through conversation

Learning Objectives:

The student will share memories in small conversational groups and will listen courteously to others.

1. Ask the students to look backward in their minds to recall experiences, as each is remembered make a note on scratch paper so the memory is caught. Tell them to try to remember something enjoyable, something quite sad, something that's humorous now, but was embarrassing when it happened, etc.

3. Ask students to pick a memory that they would like to share and think a bit about the best way to present it in a conversational manner.

4. Group students for sharing remembered experiences. Remind them to listen courteously and help keep the conversation going.

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BEFORE AND AFTER (III)

Emphasis:

Paragraphing conversation

Learning Objective:

The student will study how to paragraph conversation between two or more characters.

Suggested Materials:

Overhead projector
Prepared transparencies

1. Place on the overhead a complete conversation between two vivid characters (Perhaps between grandmother & the wolf) written in one paragraph. Be sure there are some quotations with no tags.

2. Ask student who is speaking in a specific sentence in which there is no tag.

3. Elicit from students suggestions for helping reader better understand which "voice" to use in specific sentences. When someone suggests paragraphing, replace the first transparency with the identical conversation written in paragraphs.

5. Give students another conversation between two characters written as one paragraph.

****

Learning Activities	Evaluation
2. Remember and take notes. 5. Share through conversation, listen courteously, and help keep the conversation going.	Each group decides if any of their shared memories is worthy of group writing to be placed into a free reading file.

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4. A student reads the dialogue, using a different "voice" for each character. 6. Student recopy conversation, using correct paragraphing.	Teacher evaluates and places sample papers on "Before and After" display.

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KNOW YOURSELF (III)

Teaching Strategies

Emphasis:

Self-concept

Learning Objective:

The student will engage in activities for developing his self-concept by recognizing the breadth of human concepts and by examining his own personal characteristics, interest, abilities, background, and goals.

Suggested Materials:

Student Information Sheets No. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19.

1. **Introduce the idea that for any kind of achievement the student must know himself, his strengths and his weaknesses.**
2. **Explain individual self-concepts can range from being "nobody" to being "master of one's fate,"**
3. **Read "I'm Nobody" by Emily Dickinson and "Invictus" by William Ernest Henley.**
5. **Distribute copies of the two poems.**
7. **Provide students with "My Selected Goals" questionnaire and give any help that students may need while filling it out.**
9. **Distribute "Looking at My Grades" questionnaire.**
11. **Continue the same with "Self-Picture Checklist," "Self-Appraisal Interest Chart," and "Something Important You Have Learned About Yourself" questionnaires.**
13. **Suggest students use the understanding they have gained about themselves to make a "guess who or I'm the one who" collage or poster.**
15. **Provide students with "Self Analysis Game."**
17. **Provide students with "Life in the Round" sheet.**
19. **Provide each student with the Evaluation Assignment Sheet.**

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Learning Activities	Evaluation
4. Listen to reading.	Each student evaluates his understanding of himself according to the evaluation sheet provided him.
6. Discuss and contrast the concepts presented in the two poems.	
8. Student will complete questionnaire, discuss any points of interest to them, and put questionnaire in folders.	
10. Fill out questionnaire, discuss and file.	
12. Fill in, discuss, and file.	
14. Make collage or poster for classroom display illustrating personal characteristics, interests, abilities, and goals.	
16. Each student works game and makes a display.	
18. Each student makes a "Life in the Round" display.	

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CREATIVE WRITING--SIMILIES (III)

Teaching Strategies

Emphasis:

Description through comparison

Instructional Objective:

The student will use comparisons in descriptive passages and will create similies.

Materials Used:

Any written work the student chooses: Books, magazines, newspapers, etc.

1. Begin by listing a few objects on the board, asking students to name items like them. Then put a part of a descriptive action simile on the board; such as, "The train was winding through the country like..." or "The dew glistened on the leaves like..." Ask students to finish the sentences and from the many examples given orally, write one or two poor ones and one or two really good ones and ask the students to determine which is better and why. They will soon conclude that a good simile has:
   a) accurate comparison
   b) originality

****

PLAY IT COOL (III)

Emphasis:

Levels of usage

Learning Objective:

The student will recognize that language has different levels of usage and be able to differentiate between the levels and fit his usage to the level that the situation requires.

1. Introduce the study of levels of usage with something similar to these four lines from Langston Hughes:

   I play it cool and dig all jive.
   That's the reason I stay alive.
   My motto, as I live and learn,
   Is: Dig and be dug in return.

4. Discuss with students communication between young people and adults--Do they fail to communicate because they do not understand each other's words? Can we stay alive in today's world without understanding each other?

7. Discuss with the students situations requiring formal language and situations requiring informal language.

****

Learning Activities	Evaluation
2. Participate in oral class work on the comparison.	Students and teacher evaluate through discussion the examples the students found and the original similes they wrote.
3. Read, find, and list five similes from magazines, books, or newspapers.	Teacher made test of samples for class to decide which is effective and which is not.
4. Write five original similes.	Teacher selects for display the best and most original simile of each student.

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2. Define words such as cool, dig, and jive.	
3. Employ role playing to demonstrate the meaning of a word. (Act cool in a given situation.)	
5. Start a list of words the teacher uses that the students do not understand. These may be called dictionary words.	
6. Start a list of words the student uses that the teacher, or other adults, may not understand. These may be called hiptionary words.	
8. Role play situations that would require formal language, and situations that would require informal language.	
9. Write an informational essay about levels of language usage.	Teacher evaluation of formal essay
Try to find dictionary meanings for hiptionary words.	Student evaluation of oral communication in other classrooms.

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TALK, TALK, TALK (III)

Teaching Strategies

Emphasis:

Punctuation (oral to written)

Learning Objective:

The student will record conversation, listen, and edit his own conversation for transfer to a written story.

Suggested Materials:

Tape recorders
Textbooks
"Punctuation of Conversation" chart

1. Prepare duplicate copies of several conversational possibilities students in the class night encounter.

   Examples:

      Father sees daughter about to depart for school in a dress that he considers to short.

      One student asks to copy the homework of another.

4. Transcribe chosen taped conversation onto blackboard.

6. Read the completed story, exaggerating the expression so students may "hear" the punctuation and character changes.

8. Provide several story starters.

12. Tape critique for each story, giving praise where it is due and suggesting improvements when they are needed. Read with exaggeration those parts of the story in which the punctuation or paragraphing do not give the reader the correct clue. Read same section again, this time in the tone in which it should have been written so the student can "hear" the correct clue. Suggest sources where student can study further those areas in which he is having trouble. Finally, point the way to the student's writing other stories using conversation.

****

Learning Activities	Evaluation
2. Students work in pairs at tape recorder. Each chooses a role in the problem, and they extemporaneously record the conversation which might take place. 3. Play tapes for class and choose one for making a story. 5. Students help supply tags and punctuation. 7. Discuss possible changes in transcribed story. 9. Student chooses starter and "tells" his story to his tape recorder. 10. Student listens to his taped story and writes it, improving it at will. 11. Student now reads his completed story to tape recorder to check to see whether his clues are strong enough for his reader to follow.	Students and teacher check to find best story of each student to be made into a class story book.

****

CREATIVE DRAMATICS (III)

Teaching Strategies

Emphasis:

Listening, relating, and role playing

Learning Objective:

Given a fable, the student will use his creative imagination to relate to the characters and action and to role play it first using only body language, then using both body language and speech.

Suggested Materials:

Aesop's Fables
"The Hare and the Tortoise"
"The Fox and the Grapes"
"The Dog in the Manger"
"The Lion and the Mouse"
"The Crow and the Pitcher"

1. **Choose and read a fable such as " The Tortoise and the Hare" to the students. Start a discussion on why Aesop wrote fables. Give students some discussion time in which to recall what they know about fables or to discover the qualities of fables.**

3. **Comment on the ease of role-playing fables. Read the fable again so students may concentrate on action and characterization for role-playing.**

5. **Ask for volunteers or choose two students.**

7. **Allow two other volunteers to role-play if there is interest in doing so.**

9. **Ask the class if the actions without words were clear.**

13. **Encourage students to find and read other fables and tell them a time for fable role-playing will be arranged if they find any they want to use.**
    Some of the adopted literature text have fables and activities in them that could be used as a spin-off from these role-playing activities. Among them are Fox Eyes: V, Field Educational Publication, Inc.; Adventures for Readers: Book One and Book Two, Harcourt Brace Jovanovich, Inc.; Galaxy Series: Thurst, Scott Foresman and Company; Themes in Literature; Focus, Webster Division, McGraw-Hill Book Company; and Moments in Literature, Houghton Mifflin Company.)

****

Learning Activities	Evaluation
2. Talk about fables in general, the fable just read, and the actions of the characters.	Teacher rates student's interaction and participation in finding other fables for role-playing.
4. Listen and think about how to role-play the fable using body language only.	
6. Two students role-play the action, one being the tortoise and one the hare.	
8. Second pair acts out fable.	
10. Discuss why or why not, and decide if they would like to add conversation to the action.	
11. Two volunteers may role-play using both body language and conversation.	
12. Discuss which dramatization was more effective.	

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PAINTING WITH WORDS (III)

Teaching Strategies

Emphasis:

Comprehending word pictures

Learning Objective:

The student will demonstrate comprehension by transferring word pictures into art pictures.

Suggested Materials:

Copies of "Snowbound" by John Greenleaf Whittier. Projectors, tape recorder, tapes, camera, records and slides.

1. Begin reading selection to get all students involved.
2. Help students identify excitement presented through the picturesque coloring, and vividness of words which the author uses.
3. Have students arrange themselves in small groups.
4. Have students continue reading aloud in their groups. (Be careful not to assign too much for each reading session.)
6. Remain free to give advice, help with words, questions, and problems that may arise.
8. Tape some of the reading to be evaluated later.
9. Regroup students for discussion as reading moves along.
10. Make available for projects, tapes, tape recorder, camera, records, slides and projector.
12. Advise students as they choose projects.
13. Set a time for finishing projects.

****

MISPLACED MODIFIERS AND OTHER TROUBLE-MAKERS (III)

Emphasis:

Mechanical Skills

Learning Objective:

Students will write sentences that show knowledge of correct punctuation and construction. They will identify and avoid comma faults and run-together sentences; excessive coordination and dangling and misplaced modifiers.

1. Introduce unit on sentence construction by leading students in an informal discussion, encouraging students to relate humorous anecdotes. Wrrite some of their statements on the chalkboard or on overhead projector transparancy.
3. Ask students to look for errors in punctuation and excessive coordinating words.
5. Read examples of humorous mistakes caused by dangling or misplaced modifiers from Reader's Digest or students' work.
6. Assign students to write an essay on a topic of their choice.

****

Learning Activities	Evaluation
5. Take turns reading. 7. Discuss portions just read with special emphasis on word pictures.	Group leaders keep records of discussion contributions.
11. Choose individual or group projects: photography, bulletin boards, dimensional art scenes, etc. 14. Decide on materials needed.	Teacher checks comprehension by observing intensified study during creation of art pictures from word pictures.
15. Collect materials by various means. Organize a safari and go in search of materials, buy, borrow or improvise.	Teacher checks on completed projects.
16. Create art pictures of any word pictures envisioned during the reading. (Examples of projects: colored burlap background on which to glue and sew a scene of stuffed figures, houses, buildings, trees, shrubs, and snow. Pictures may be sketched, enlarged and transformed into beautiful scenes about 36" X 36" Title the work of art appropriately, such as "The Storm," "A Night's Preparation," "Blustery Day," "Kitchen Warmth," "Evening Pastime," "Youngsters at Play.") 17. Display art with printed passage of poetry or prose illustrated. (Background music could be used.) 18. Share art pictures with others by hanging them in the hall.	(A test may be given to check for academic achievement.)

****

2. Contribute to classroom discussion of sentences by recognizing examples of incorrect usage. 4. Discuss in groups why sentences are not clear, why punctuation is needed, how to correct sentences. 7. Write and hand in a paper on a topic of interest to you (student) that shows understanding of mechanical skills.	Evaluate students writing assignment on basis of mechanical skills.

****

INFORMAL LETTER WRITING (III)

Emphasis:

Exploring for ideas and writing informal letters

Learning Objective:

The student will explore ideas to be used for "on-paper" visiting and demonstrate the various skills needed for writing informal letters.

Suggested Materials:

Stamp collections, stationary, unusual letters brought by students, and writing materials

Locally adopted grammars for reference
State maps
State zip code directory

Teaching Strategies

1. **A week or so prior to the day the unit is to begin, generate a little interest in the unit by putting up a border and background for a bulletin board, but leaving it blank.**

2. **Ask students to be on the lookout for envelopes from unusual places for particularly striking stamps and to bring ink, pen and unlined paper for letter writing on a certain day.**

4. **Display posters of enlarged examples of a letter and an envelope or refer to textbook examples.**

8. **Make suggestions to students about organizations that will locate pen pals, help them use other state maps to find towns that might have schools with approximately the same enrollment, and offer to make packets of letters to the same grade level English teachers in the towns chosen.**

****

Learning Activities	Evaluation
3. Bring envelopes and unusual stamps and put them on the bulletin board if they wish.	Letters are checked and revised for mailing.
5. Talk about the reasons for writing informal letters, ideas for "on-paper" visiting, what can happen to letters that are mailed in incorrectly addressed envelopes, and information about letter writing found in the textbook.	
6. Choose one of several occasions for writing a letter and write.	
7. Investigate ways of obtaining pen friends and write introductory letters for mailing.	
9. Decide on state, town, and grade level to which letters are to be sent.	
10. Discuss and organize information to be included in first letter. Generally a list something like this results: Personal information, holding to name, grade, school, and town Introductory information about how and why the receiver's state and town was chosen Facts about the writer's town, state, school and what is studied in the language arts class Invitation to become a pen pal	
11. Write letters, form groups to proofread, write mailing copy, and give to teacher for mailing.	Teacher checks letters during proofreading by groups.

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WHERE DID IT COME FROM? (III)

Teaching Strategies

Imphasis:

Etymology

Learning Objectives:

The student will become interested in words through study of word origins.

Suggested Materials:

Dictionary giving etymology or words.
Oxford Dictionary where available

Teacher Information Sheet No. 20

1. Briefly review history of English language with emphasis on word origins--
    - Anglo Saxon
    - Latin and Greek
    - Other languages
    - Trade names
2. Put on board or on overhead projector chronological list of changes in word meaning for one or two words.
    Example: Nice
3. Write a single word on a small card, allowing students to choose desired word to study and make poster:
    Suggested words:
    - propaganda
    - virtue
    - chisel
    - bolster
    - derby
    - scotch
    - take
    - fine
    - mystery
    - spleen
    - picture
    - lewd
    - marshal
    - minister

****

VIDEO-TAPE PRESENTATION (III)

Emphasis:

Elements of story form

Learning Objective:

The student will participate in making a video tape of the elements of a short story in action. (group activity)

Suggested Materials:

Short fiction from text or literary magazine

1. Prepare students for participation in cooperative small or large groups.

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Learning Activities	Evaluation
4. Make posters for word chosen, illustrating either the original or present meaning, using pictures cut from magazines, original drawings or charts. 5. Present poster to the class in an oral report, answering questions or giving additional information found in studying the word. 6. Look up the following words in any dictionary which gives etymology of words and, using imagination, try to trace possible steps from the original meaning to a present one. Suggested words for this exercise might be: abundance accost aftermath aggravate agony ambition assassin astonish ballot bonfire candidate capital congregation curfew tantalize deliberate easel enthrall extravagant fool garret inaugurate intoxicate journey milliner panic pedigree prevaricate remorse taxicab (It is not necessary to check the Oxford Dictionary to see how accurate their guesses are. The object is for them to use their imaginations and become interested in words and word histories.)	Posters and reports will be evaluated by the teacher. Class may assist with evaluation if teacher so desires. Posters will be displayed in a room. If possible, best posters will be shown at some sort of exhibit available in the school. Oral reports might be given by students on words chosen. Teacher and students might evaluate reports.

****

2. Each small group chooses one short story to plan for the most effective presentation possible for video-tape recording. Students may choose any method ranging from discussion to dramatization. Ask that each person take part in the planning discussion. This is first tape recorded and played back for all students to evaluate the sound only: voices, word choice, etc. 3. Groups plan and consider facial expression, action, and necessary props. 4. Video-tape-record presentation of their story. (Play all for the class or at openhouse for parents.)	Teacher observes students in discussion or written work on ability to demonstrate an appreciation of the short story form and the thematic value.

****

CREATIVE COMMUNICATION (III)

Teaching Strategies

Emphasis:

Observing and communicating creatively

Learning Objective:

The student will demonstrate his skills in observing and communicating by sharing examples from literary selections that show keen observation and by writing original examples.

1. **Establish learning atmosphere by showing a poster of "Originality is simply a pair of fresh eyes." T. W. Higginson.**

3. **Provide students with "The creative writer sharpens his eyes, stirs his mind, and urges his will to probe underneath the general aspect of experience for the meaningful details beneath....He lets the mind prowl restlessly around the obvious and the ordinary...." Roger H. Garrison, 1951.**

7. **Walk among students and give suggestions when necessary, being careful the suggestions do not make the examples the teacher's. Pick up and read, with the students' permission, some of the better writings.**

****

MYTHOLOGY

Emphasis:

Mythology and mythological characters

Learning Objectives:

The student will listen to recordings and take notes with accuracy on the characters and stories of Greek mythology and will become familiar with them.

Suggested Materials:

from "Heroes, Gods, and Monsters of the Greek Myths" 6 vols.
issued by: Spoken Arts, Inc.
(Six long play records)
Packet prepared to accompany the recordings.

1. **Start class discussion on influence of mythology noting examples found today: Mercury Messenger Service, Aphrodite perfume, etc.**

3. **Present packets and explain procedure for listening and note taking.**

4. **Play recordings. write any difficult names from the recording on the board to facilitate understanding.**

6. **Review by letting class members retell after a few selections.**

9. **Provide class time to check the packets after they are complete. Each student examines his own.**

****

Learning Activities	Evaluation
2. Class discusses quotation.	
4. Students scan-read in various literature texts to find sentences or a paragraph to show the author is the kind of writer described by Garrison.	
5. Students share some of their findings by reading to the class or in small groups.	
6. Students write compound or complex descriptive sentences to illustrate the use of the beauty of language. (They may need to review or study compound and complex sentences in their grammar texts.)	
8. Proofread for capitalization, punctuation and sentence structure. (Use grammars if needed.)	
9. Prepare writings for display. Rewrite some descriptive prose sentences in poetic style and discuss which better expresses the intended effect of the communication.	Teacher and students examine and discuss effective communication on display.

****

2. Participate in class discussion, contributing examples or possible examples.	Teacher observes note taking on an individual basis during recording, notes students' active participation to determine stirred interest, and checks the accuracy of completion of the packet.
5. Listen and take notes to help remember the stories and their characters.	
7. Participate in reviewing the tales and characters orally.	Objective test: characters to be matched to sentences describing them. Examples: He was the first doctor. She controlled the seasons.
8. Complete the packet from notes to review for accuracy.	
10. Check completed packet during class, oral check.	

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MUCH ADO ABOUT TWO MOTOR VEHICLES (III)

Teaching Strategies

Emphasis:

Observing and communicating observation

Learning Objective:

The student will make observations about vehicles in many situations and transfer their observations into oral and written communication and into art expressions.

Suggested Materials:

Motorcycles and cars in the school parking lot and in cycle shops and auto agencies

Motorcycles: filmstrip and record from Bowmar Records, Inc.
Cycle and auto magazines
Wide adding machine paper
Newsprint

1. Help students become aware of using senses as an aid to oral and written communication.

2. Get permission from owners and take students to school parking lot for observation of motorcycles and cars. Let each student who wants to get on a cycle, do so.

5. Recall some of the sensory words used during the observation period. Give students roles of wide adding machine paper and ask them to write made-up trade names for cycles.

8. Arrange, if possible, a visit to a car lot and a cycle shop. Prepare students for the experience by discussing what they can expect to see during the trip.

10. Guide students into a writing situation based on their observations.

12. Display resource materials, magazines, and pictures. Encourage students to add their own materials to the display.

13. Show filmstrip on motorcycles. Talk with students about illustrating words in motion. Help students get started on motion illustration posters.

16. Show students how to use an imaginary street situation to trigger writing stories. Group students by fives. Provide newsprint on which to draw street with buildings, highways, or country roads to provide a setting for a car or cycle happening.

19. Guide students into a discussion of new words they have added to their vocabularies.

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Learning Activities	Evaluation
3. Talk together about motorcycles as they touch, hear, put on helmets, and climb onto motorcycles.	
4. Observe car motors and car sounds. Sit in cars and talk about the feels, smells, and sounds. Return to classroom and list, as a class, many different descriptive words about the vehicles observed.	
6. Make up trade names for different kinds of cycles, such as ZOOM, QUIET TIGER, ZIZZLER, VAROOM. Write names on roll of adding machine paper, leaving a space for illustration between each name. Cut out of magazines or draw illustrations for names and put on roll.	
7. Show work to class or display so all may see.	
9. Participate in field trip, using eyes, ears, nose, and sense of touch to experience the visit and thinking about communicating what is observed and felt.	
11. Students write and share observations in small groups. Proofread and prepare a copy to be given teacher for writing folders.	
14. Use favorite words on vehicles and arrange an illustration of motion any way that is pleasing. Put illustrations on tag board for display. Illustrations may be made by using paints, felt pens, yarn, scraps of styrofoam, paper, spaghetti, etc.	Teacher rates student participation in discussions, materials prepared, and field trip activities. Teacher grades written work and checks on words added to vocabulary lists.
15. Display art expressions on bulletin board and be ready to interpret for classmates.	Students rate from 1 to 5 the art expressions according to eye appeal, motion and word relationship, and transfer of observation.
17. Draw setting, make up stories centered around cars or motorcycles about something that could happen at that setting.	
18. Display settings and tell stories for classmates to enjoy.	
20. List new words and add to vocabulary bank or personal dictionary of new words.	

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WORD POWER (III)

Teaching Strategies

Emphasis:

Judging words for information power and appeal

Learning Objective:

After involvement with the "pull" of words, the student will show his understanding of factual and propaganda writing, "good/bad" word connotations, accept his "weakness" where words are concerned, decide on a desired outcome and write advertisements to produce the outcome.

Suggested Materials:

Dictionaries
Grammar text if there is anything in them helpful. Legal size typing paper or newsprint.
Some examples of display work students will be ask to do.

1. Provide two differently packaged articles that are sold, such as two large candy bars or two bottles of shampoo. Try to get brands with which students are not familiar. Pass each around the room for students to examine.
2. Read a description, written by teacher or copied from advertising, for each of the two items using a factual description for the better buy and a highly propagandize one for the other.
5. Ask students to examine reasons for their choice. Suggest these questions. Did the factual and the propaganda description influence your choice? Were you already familiar with the article? Did the way it was packaged influence you? How can you help yourself be a wise purchaser?
7. Repeat teaching strategies one and two. Divide class into small groups and provide a leader with questions such as these.
    1. Which item did each of you choose?
    2. Try to analyze why you chose it.
    3. Did your immediate past experience have anything to do with your choice?
    4. Evaluate the "fact" or "effect" words as influence on your choice.
    5. Compare several words used as to real information and power.
    6. Discuss if this "word power" is good, bad, or both and decide how.
    7. How do companies/people capitalize on "word power."
    8. Can we? How?
9. Provide magazines from which students may cut advertisements from marshmallow creme to motorcycles.
11. Ask students to choose any article they wish, cut out or draw an illustration, and write three descriptions:
    factual only
    vague and highly emotional (entirely propaganda)
    colorful, yet factual sales pitch.

****

Learning Activities	Evaluation
3. Students examine and listen, then write choice on a piece of scratch paper. 4. With one student at board, tally choices. 6. Discuss reasons for choice. 8. Discuss according to questions, then leader from each group reports the group findings to the class. 10. Cut advertisements, study, show, and discuss "word power." 12. Do assignment 11 and prepare for display on paper like this. 13. Share assignment in small groups for discussion. Consider the effect the learning activities have had on them: Do they feel better prepared to read, hear and weigh information? Which kinds do they feel are "best?" How do they think public wants information presented?	Teacher uses this method of testing: Provide three baby lotions (or anything teacher may choose.) 1. Give three items of real information of bottle. 2. Give two examples of "power words." 3. Which is the best buy per ounce? 4. What other factors must be considered? 5. Clip an advertisement from a magazine. It is more factual, more propaganda or evenly split? Tell why.

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HOW ABOUT THAT AD WRITING? (III)

Emphasis:

The language of advertising

Learning Objective:

The student will study the art of advertising, and use his creative ability in small groups to decide on a product, make up a brand name for it, and design an advertisement for the product.

Suggested Materials:

Collection of ads from magazines, newspapers and even comic books

Teaching Strategies

1. **Collect a number of different ads from many sources for student study.**

2. **Show collection and discuss with students different appeals that advertisers use in trying to influence the buyers to choose their products.**

4. **Ask students to start notebooks containing a listing they make of appeals, a collection of visual ads, and descriptions of audio and audio-visual ads. (If teacher needs some background on types of appeals, Scholastic Magazine and Book Services has a unit listing them.)**

6. **Group students in fives with a leader for each group. Give assignment: Each group will decide on a product, make up a brand name, and design an ad for the product to appeal to teenage buyers. Suggest tennis shoes, toothpaste, lipstick, shoe polish, shampoo, food items, clothing.**

10. **Arrange class time for displays and discussion and judging for best posters.**

****

Learning Activities	Evaluation
3. Discuss collection of ads shown in relation to appeals made and audience pitch. Work from visual (print) to audio (radio) and to audio-visual (TV) ads to bring up full impact of advertising on public today. Pay special attention to the language of advertising.	
5. Start notebooks and continue additions throughout study. Share with class any unusual finds.	
7. Discuss possibilities open for meeting assignment, with emphasis on product and brand name.	
8. Chairman in each group will have final say on who will be responsible as the artist, the copywriter, the researcher, and the materials supervisor. Thus each student in each group will have a definite responsibility for the total effort.	
9. Each group follows this plan: Chairman keeps everyone on the job. Researcher will ask questions of each member of his group to see why they would buy a certain product. As they discuss, the questions and answers are written down to be read to the class later. Copywriter decides from researcher's information what product the group will use. He decides what appeal the ad will follow, the slogan, and the wording. Artist takes all these ideas and draws the poster, deciding what should go where and putting everything together. Materials supervisor collects everything needed to make the poster. During the whole time all help one another as help is needed.	Teacher rates cooperation in group work with one student as leader. Students choose best all-around poster in each class.
11. When all posters are finished, display them for evaluation. Chairmen will read questions and answers used in deciding on pruducts and with the help of his group answer any questions his classmates may wish to ask.	Teacher evaluates and gives a group grade according to how well each part of the objective was met.

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USAGE AS YOU LIKE IT (III)

Teaching Strategies

Emphasis:

Verb, Pronoun, Adjective and Adverb Usage

Learning Objective:

The student will investigate verb, pronoun, adjective and adverb usage, determine if he has any problem words, and if so, decide if he wants to improve his usage, how to go about it and pursue his plan diligently.

1. Build these activities from a student's remark about a person's or a TV or literature character's use of language. Ask students to watch TV in order to to examine the language used by various characters, newsmen, and guest artists on talk shows. Tell them to look for answers for these two questions:
    1) How does language characterize the speaker?
    2) Who generally used expressions which are not ordinarily accepted as standard?

3. Guide students in a scanning lesson on usage in their grammar text, then group them for discussion.

5. Remind students that usage improvement comes easiest if one word problem is concentrated on at a time. Use as an example don't and doesn't.

7. Check lists and post names of students working on same problem words so they may help one another. Help students plan an attack for eliminating usage problem.

9. As the activities go on allow students the liberty of adding other activities to their plan.

****

Learning Activities	Evaluation
2. Discuss ideas resulting from assignment. Be sure to compare answers to these two questions. 4. Scan with teacher's help. Go into groups and discuss individual usage problems, and where they arise--in oral or written language. Each student then decides if he wants to improve his usage. 6. With help of one another in groups, each individual makes a list of usage problems he wishes to improve. Decide which problems to face first, second, third, etc., and number list. 8. Each student uses plan. He learns all he can about usage for the word on which he is concentrating, uses the word deliberately as often as he can, writes sentences using word correctly then puts a finger in one ear, reads sentences and listens to own voicing of correct usage, listens consciously to others' speech to see if ear can distinguish between correct and incorrect usage. Instead of 'counting sheep' to go to sleep, repeat a sentence using the problem word correctly until going to sleep.	When a student thinks he has made sufficient improvement, the teacher times him for a ten minute writing session in which he uses the problem words as often as he can and yet writes meaningfully. If an achievement test is administered in the school, compare usage score against last years score.

****

HOW POETS USE BEAUTY OF LANGUAGE (III)

Teaching Strategies

Emphasis:

Figures of speech

Learning Objective:

The student will demonstrate his awareness of the beauty of the English language by selecting and illustrating figures of speech.

Suggested Materials:

Literature text
Books of poems
Paper and coloring pencils
Student work for teacher to show

1. Introduce selected figures of speech. Write examples on the board. (If teacher does not feel sure of enough information to present, the glossary of literary terms, Explorations in Literature, Houghton Mifflin Company, may be quiet helpful.)
3. Select two or three poems to be used for student activity and provide each student with copies of them. Group students, and appoint one good oral reader for each group.
6. Ask students to find 12 figures of speech and decide on realistic illustrations for them. Show them some booklets made by former students or a page for a booklet made by teacher. (This may be used as an outside class project.)
8. Help students make a matching game to evaluate how well they have met the learning objective.
10. Take up papers with figures of speech and illustration sheets. Make a listing of all the figures of speech and provide a copy of them for each student. Number the drawings.
11. On the day of evaluation, give each child a copy of the lsit of figures of speech and one of the illustrations.

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Learning Activities	Evaluation
2. Students take notes to be used in later activity.	
4. All scan poems, then appointed student reads a poem orally. Using notes, groups find figures of speech and discuss the characteristics of each one.	
5. Using literature text or books of poems, find other figures of speech and share in groups.	
7. Make booklets by this plan: Use unlined paper. Put only one figure of speech on each page. Write the title of the poem, the author, and the figure of speech being illustrated. Identify the figure of speech as to kind. Draw the illustration and color it. Vary page arrangements. When all pages are finished, design a cover page and display all booklets in the room.	
9. Each student selects a figure of speech and writes it on a piece of paper to be given to the teacher later. He then illustrates his figure of speech, but writes nothing on the page.	
2. Each student writes the number of the illustration he has beside the figure of speech he thinks it illustrates, then passes the illustration to the next person. Continue until all are matched.	Each student rates his own learning as the teacher calls out the correct matches.

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TELLING OKLAHOMA'S STORY (III)

Emphasis:

Reading and writing about Oklahoma History.

Learning Objective:

Student will participate in elementary research in Oklahoma History, read and write about Oklahoma and construct displays to sequence that history.

Suggested Materials:

Trail to Oklahoma By Jim Booker
We Were There at the Oklahoma Land Run by Jim Kjelgaard
Miss Charity Comes To Stay by Alberta Wilson Constant
Willie and the Wildcat Well by Constant
The Race for Land by Vera Prout
Cherokee Bill by Jean Bailey
Oklahoma Today (magazine)

Any good Oklahoma poetry
Pictures about Oklahoma

Teaching Strategies

1. Interest students in the historical sequence of Oklahoma by reading a newspaper story about early days.

5. Guide students into study of Coronado's travels.

7. Get students to imagine they are one of Coronado's party and write entries in a journal for five days.

10. Arrange a trip, if possible, to one of the reconstructed early setting of Indians such as those near Tahlequah and Anadarko. Emphasize Indian contribution to our State culture.

13. Help students in their study of the Boomers by reading about David L. Payne and his influence on changing the laws concerning distribution of unassigned lands.

15. Provide copies of symbols, song motto and colors for students to study.

18. Help students compile stories, drawings, and maps of each period into a booklet.

****

Learning Activities

2. Study about dinosaurs and mammoths that may have roamed land which finally became the State of Oklahoma.
3. Prepare a sand-box-like display of these prehistoric times.
4. Research for information about earliest known Indians living on this land and draw maps showing their camps, buffalo, and anything else significant of this time. Step 3 display may be changed to fit this period.
6. Find stories and historical facts about Coronado's travels. Draw maps and trace his route.
8. Write entries in journals.
9. Continue studies with removal of Five Civilized Tribes to Indian Territory. Read stories about the hardships they encountered.
11. Write about early day Indian life.
12. Study about cattle drives across Oklahoma, sing cowboy songs and write short explanations about their customs.
14. After studying about the first Land Run of April 22, 1889, enact the run obeying all the laws and customs of that day.
16. Make a bulletin board display of pictures of symbols, song, motto, colors, governor and lieutenent governor.
17. Write "I am" personification stories about pictures in step 14.

    Example:

    > I am the song "Oklahoma". Before I became the state song for Oklahoma I was sung in the musical Oklahoma. I am not about Oklahoma today. I am about early day Oklahoma, but singing me makes Oklahomans today happy and proud.

19. Check all work to get it into best form for the booklet.

Evaluation

Note participation in learning activities, and evaluate contributions to booklet.

Make a flow chart showing significant events in the development of Oklahoma.

Alternatives: time line pictured sequence

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DRAMATIC PLOT (III)

Emphasis:

Plot, setting, and character planning

Learning Objective:

Given the opportunity to relate writing the television watching, the student will analyze the development of plot, setting, and character; make a plan of his own for the plot, setting and characters for a TV show; and be stimulated to write more creatively.

Teaching Strategies

1. Begin class discussion of popular detective shows on television.
3. Invite the entire class to participate in writing their own television show.
5. Act as scribe during planning session. Write the main ideas on the blackboard.
6. If class does not include in their plans, suggest that there be at least three main characters, making sure that one is a girl so that both girls and boys in the class will have a character with which to identify.
7. Help students arrive at an agreement on any contradictions on any part of the setting, the plot or the character development.
9. Ask each student to write a conclusion.
12. Encourage students to exercise creativity during the writing of the conclusions.
13. Stress writing descriptive phrases and remind students to follow the pointers they have studied on good paragraph development, spelling, and proofreading.
15. Ask students to watch a particular TV program to be on that evening, to pay particular attention to the development of the characters, setting, the plot, the climax, and the conclusion, and to take a few notes to be used in discussing the program in class the next day.
17. Assign a second program for watching, or let students choose one for common watching.
20. Encourage students, as individuals or in small groups, to write a television program of their own. (This may be done for extra credit.)

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Learning Activities	Evaluation
2. Talk about some characteristics which they might have noticed being common in television detective shows, comment on what holds their interest, and describe some aspects of the scenery used on detective shows.	
4. Together the class will analyze plans for setting, plot, and characters, and will develop some of their own, including the integral points that show awareness of the inner problems of real life situations.	
8. The class will develop the plans completely to the point of the climax of the story. One member of the class will write in outline form the development of the story on the blackboard.	
10. Copy the outline from the board and spend some idea incubation time in preparation for writing.	
11. Write a three or four paragraph conclusion for the television outline.	
14. Form groups, read, and compare conclusions. Each group chooses one to share with whole class.	
16. Using their plot, setting, and character planning experience as background, discuss the program they watched.	
18. In their small groups, write down what they remember of the development of the second program they watched.	Teacher rates the depth of discussion on character, plot, and setting of programs they watched after these points have been discussed in class.
19. Contrast the two programs in class discussion.	Teacher checks all paragraph writing.

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AFRICAN MYTHS AND LEGENDS (III)

Teaching Strategies

Emphasis:

Reading, relating to, and writing about a culture from another people

Learning Objective:

Student will study African myths and legends to examine a culture other than his own, and to imagine what it would be like to be a young person in another place at another time.

Suggested Materials:

Any African myths and legends that can be found
Ghana Folk Tales by Peter Eric Adotey Addo. Exposition Press, 50 Jericho Turnpike, Jericho, N. Y. 11753 $3.00
Nigerian Folk Tales, edited by Barbara and Warren S. Walker. Rutgers University Press, 30 College Avenue, New Brunswick, N. J. 08903
African Folk Tales edited by Jesse Alford Nunn. Funk and Wagnall, 53 East 77th Street, New York, N. Y. 10021 $4.95
Tales of an Ashanti Father by Peggy Appiah.
More West African Folk Tales, Book One by Hugh Vernon Jackson
African Animals Through African Eyes by Janet and Alex D'Amato. Julian Messner, Publishers, 1 West 39th Street, New York N. Y. 10018

1. **Bring in all the books to be found of African myths and legends.**

3. **Show film on African animals.**

4. **Arrange for speaker who has spent some time in Africa, an African going to college in the United States, a missionary, a hunter.**

8. **Give general background on African myths and legends.**

9. **Group students to choose myth or legend to read, analyze, and share with other groups.**

12. **Since the spider is an important African hero, show a spider film.**

14. **Give a day to make spears, masks, jewelry, props for play, etc.**

17. **Play African recordings and taped music from Africa.**

Films that may be rented:

"African Fauna" from Southwestern State College

"Silent Safari," five animal films from SSC

"African - Chopi Village Life" and "Republic of South Africa - Its Land and Its People" from Oklahoma State University

"Spiders" from East Central State College

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Learning Activities	Evaluation
2. Choose book examine, read a few myths or legends, and share with classmates what was learned.	
5. Listen to speaker. Examine display of materials brought in by speaker.	
6. Discuss in small groups what interested them most in the film and in what the speaker told them.	
7. Pick an animal. Write as many words to describe it as possible.	
10. Examine books, choose a myth or legend to read as an individual, then share with group and make a group choice. Group prepares a report for whole class.	
11. Decide if want to act out a myth or legend. Groups who so choose, may do so.	
13. Write legends and share with classmates.	
15. Make artifacts.	
16. Whenever ready, groups present skits or plays.	
18. Listen to music. Pretend to be an African; pick a day; it could be a day of a hunter, a missionary, a doctor, a day of a journey, a marriage, a death in the family; or a day on which one is to be sacrificed to the harvest god; and write a composition about the happenings of the day. Use first person.	Students write evaluations of learning experiences using as a basis: What I liked about the experiences. What I could have done without. Did the experiences lead to my understanding a youth of another culture?
19. Proofread and prepare compositions for class booklet.	

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READ IT LIKE IT IS (III)

Emphasis:

Oral interpretation from a printed page

Learning Objective:

The student will respond to poetry by listening to a variety of poems, by discussing them, by choosing a poem meaningful to him, and by giving an oral interpretation of the poem for his classmates.

Suggested Materials:

Hand-outs of poems to be used

Record player

Recordings by Glen Campbell and B. J. Thomas and poems

Recordings of poems by Rod McKuen, Edna St. Vincent Milay, Carl Sandburg and Robert Frost

Anthologies of poetry

(The Oklahoma High School Anthology published by the Oklahoma Council of Teachers of English each year will generally be used to good advantage for oral interpretation.)

Teaching Strategies

1. Introduce students to oral interpretation and play recordings of "Wichita Lineman," "By the Time I Get to Phoenix," "Gentle on My Mind" by Glen Campbell, and "Raindrops Keep Falling on My Head" by B. J. Thomas.

3. Distribute ditto copies of the lyrics.

4. Play recordings again.

7. Begin discussion on the elements of interpretation, stressing the mechanics of reading orally. Group students for further discussion and examination of poems to find good ones for oral interpretation.

9. Discuss universal experiences, such as love, death, immortality, faraway places, nature, patroitism, as aids to oral interpretation.

10. Guide students in selecting poems for oral interpretation.

14. With first readings as a basis, give any pointers needed on how to study and understand the selection for the best possible interpretation.

15. Play some recordings of poetry from which students may get ideas about professional interpretation.

19. Help students with their comparisons of the evaluations. If they would enjoy it more, put them into groups and let them talk together about their improvements.

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Learning Activities	Evaluation
2. Listen to recordings without printed copy.	
5. Listen to recordings while looking at printed page.	
6. Discuss the difference in just listening to an oral interpretation and listening with the printed material in hand. Decide what helps to determine meaning in oral interpretation.	
8. Examine poems and compare or contrast them as to ideas to be communicated through oral expression.	
11. Each student selects a poem to be read orally and analyzed from the reading by his classmates.	
12. Read poems interpretatively.	
13. Write evaluation of readings of poems and file for future use.	Teacher evaluates participation and skill.
16. Each student selects a second poem and studies for oral interpretation.	Students rate one another on interpretation of selections.
17. Read poems and evaluate second reading.	Each student evaluates himself through a comparison of the two evaluations made by his peers.
18. Each student compares the two evaluations of his performance and reports if he has made any improvements.	

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POEMS IN OUR WORLD (III)

Emphasis:

Listening, comparing and contrasting, relating, exploring the creative process, and writing.

Instructional Objective:

Given poems by subject areas, the student will compare and contrast them as to meaning, and technical aspects; relate some of them to modern life, and to other art forms; examine the relationship of modern "folk" and "rock" songs to other forms of poetry; explore the creative process resulting in poetry and experiment and writing poetry.

Suggested Materials:

Anthologies of poetry
Records related to activities

Teaching Strategies

1. Arrange poems by subject areas and ditto copies for classroom sets.
2. Play recording of "Sounds of Silence", Paul Simon.
4. Distribute printed copy and play recording again.
6. Begin discussion on how one can hear silence.
8. Lead students in an experience of hearing silence.
10. Distribute ditto copies to be used in "Our World in Poetry." "Mending Walls"-Robert Frost and "Fences"-Carl Sandburg.
12. Bring discussion around to what kinds of modern and invisible walls we have in our world. (Other poems suggested) "Across the Universe"-J. Lennon, "Country Road"-James Taylor, "Don't Look Now"-J. C. Fogerty, "A Hard Rain's A-Gonna Fall"-Bob Dylan (First four available on record. All related to pollution and ecology) "Anyone lived in a pretty how town"-E. E. Cummings, "World I Used To Know"-Rod McKuen.
13. Provide materials to be used in "Life in Poetry":
    "I Am a Rock,"Paul Simon
    "The Road not Taken," Robert Frost
    "Success Is Counted Sweetest," Emily Dickinson
    "Acquainted with the Night," Robert Frost
    "Too Blue," Langston Hughes
    "Nothing Gold Can Stay," Robert Frost.
20. Provide materials to be used in "Man in Poetry,"
    "Miniver Cheevy," E. A. Robinson
    "Richard Cory," Paul Simon recording
    "Richard Cory," E. A. Robinson
22. Provide copies of "Steam Shovel," by Charles Malam and "The Toaster," by W. J. Smith
26. Guide students into noticing that the "why" is often missing in such poems as these.
28. Read "Barbara Allan" for students. Play recordings of "Barbara Ellen" and "Ode to Billie Joe."

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Learning Activities	Evaluation
3. Listen to recording without printed copy. 5. Listen while looking at printed copy. 7. Discuss hearing silence. 9. Write a paragraph about the experience. 11. Compare and contrast the ideas through oral discussion of the pairs of poems the teacher has provided and those selected by the students. NOTE: Choose one or more from 14-19 for individual project. 14. Read poems interpretatively. 15. Evaluate a poem for the class. Use one read in class or one chosen individually. 16. Lead a discussion of a poem or song. Make sure each student has a copy of the words. 17. Illustrate a poem with an original picture or art work. 18. Present a dance interpretation of a poem. 19. Relate "Nothing Gold Can Stay," with The Outsider by S. E. Hinton. 21. Compare the two poems. Compare the two men. Find or draw a picture of one of the men as visualized. 23. Listen to various recordings to decide what determines mood and tone. 24. Compare "The Steam Shovel" and "The Toaster." 25. Examine such aspects in poetry as metaphor, simile, imagery, alliteration. Cite pictures created in the mind's eye. Discuss how language is used to create the mental pictures. 27. Explain orally or in writing a "why" for one of the poems. 29. Write poems. Make displays of original poems.	Teacher checks all paragraph writing for content and thought expression, with no special worry over usage, capitalization, punctuation, or spelling. Teacher notes participation in discussion sessions. Peer evaluation of materials submitted for display. Teacher grades evaluation by each student of a poem not studied during the project.

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IT'S LIKE THIS TODAY (IV)

Teaching Strategies

Emphasis:

Journal writing

Learning Objective:

The student will write in a journal to express his reactions to what is happening to him each day.

Suggested Materials:

Blue examination notebook or any notebook similar to it.

1. Talk about journal project to students, explaining kind of notebooks best suited for journal writing. Show one with a collage made to portray a self-image for the cover. Tell student journal entries are for their eyes, only.

3. Put a sample entry on the board with date and a sad, happy, or blah circular face symbol.

4. Encourage students to stop long enough to think about what is happening around them and how they feel about it. Provide a few minutes for first entry writing.

6. For two or three weeks, provide a few minutes each day at the beginning of the class for students to write entries. Encourage each student to record whatever is important to him on a given day; a happy or sad memory, a current problem, a satisfying experience, a personal reaction.

8. After students have gained some feeling of freedom in journal writing, ask them to record feelings the next time they are angry with someone, then several days later, examine the recording and make an entry about any change in feeling about the incident which caused the angry reaction.

10. After two or three weeks of recording, let students write just when they want to. Help them understand a journal may be a good source of ideas for compositions.

11. When ready to do work on mechanical skills, ask students to check their journal entries and to make a list of skills in which they are weak.

13. Assign theme on insights to self.

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Learning Activities	Evaluation
2. Bring magazines to cut up for self-image collages. Make collage and past on front cover. (Instead of self-image, a hobby, sports, interest, dream, or career collage may be used.)	
5. Think about a happening and record reaction. File journals to be used next day.	
7. Continue recording journal entries.	
9. At an appropriate time, do assignment 8.	
12. Check entries, decide on skills to be studied, make an individual list, then move into a study of mechanical skills in writing.	
14. Provide teacher with individual lists.	Teacher notes any improvements in attitude or visible developments of awareness for individual students.
15. Each student writes a short theme on insights into self gained from journal writing. Touch on strengths and weaknesses, relationships with friends, values or ideas that are important, etc.	Teacher checks improvements in other writing assignments using student's own list of needed skills.

* * *

MAKE VALUE JUDGMENTS? WHO DOES (IV)

Emphasis:

Making value judgments for oneself

Learning Objective:

The student will identify decisions based on value judgment.

Suggested Materials:

Adopted literature text
Library resource materials
Any materials students own

Teaching Strategies

1. **Lead students into a discussion of this statement: The value judgments you make today may affect the rest of your life.**

3. **Ask students what value judgments they make each day.**

5. **Ask students to keep statement in mind and, from the end of the class period to the beginning of the period the next day, to record any value judgments they make.**

6. **Assign students to small sharing groups following 23 hour span.**

9. **Coment on a few literary selections depicting value judgment-making, and ask students to find and to read such selections for sharing.**

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WITH EYES WIDE OPEN (IV)

Emphasis:

Awareness of propaganda techniques

Learning Objective:

The student will recognize the propaganda with which man is bombarded; identify the devices of propaganda and distinguish between propaganda and fact.

Suggested Materials:

Student Information Sheet No. 20

Record, "Thadeus Twistem".

1. **Guide discussion on a definition of propaganda and how it is used.**
3. **Provide information sheet and discuss devices of propaganda.**
    - **a. bandwagon**
    - **b. endorsement or testimonial**
    - **c. name-calling**
    - **d. glittering generalities**
    - **e. transfer**
    - **f. slogans**
    - **g. loaded words**
    - **h. plain folks**
5. **Play recording of "Thadeus Twistem."**
7. **Assign one half-hour of television viewing and radio listening for listing examples of propaganda encounter and audience to which appeal is made.**
9. **Assign propaganda speech in which four specific devices are to be used.**

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Learning Activities	Evaluation
2. Express individual understanding of the statement.	
4. Discuss making value judgments and give some examples of making value judgments.	
7. Share in assigned groups experiences recorded over 23 hour span.	Teacher grades paragraphs for insight gained by student from experiences.
8. Write a paragraph, or more, on how consciously making value judgments may affect one's life.	Teacher observes sharing participation of individual students.
10. Find, read, and share, in small groups literary selections depicting value judgment.	Given a literary selection, student will identify examples of value judgment decisions.

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2. Define propaganda without the use of books.	Teacher and students compare class definition of propaganda with book definition.
4. Find an example of each device of propaganda in advertising or politically oriented speeches.	Pupils compare lists of examples.
6. Listen to propaganda record "Thadeus Twistem" and evaluate devices used.	Teacher observes how well class members discuss devices.
8. List and evaluate television viewing and radio listening propaganda examples and audience to which each appeals.	Teacher may test on identification of propaganda devices.
10. Give propaganda speech to get self elected mayor of an imaginary city.	
11. Hold an election and vote for mayor.	

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YOU CAN, TOO, WRITE (IV)

Teaching Strategies

Emphasis:

Written communication

Learning Objective:

The student will express himself in single words, phrases, or sentences, then organize these expressions into paragraph form, evaluate his work at a later date, and revise it.

1. Write one word thoughts on the chalkboard and develop them into one or two sentences. Give the writing assignment for the learning activities.

5. Give individual help to students who need further instruction.

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LITTLE BY LITTLE MAN LEARNS TO WRITE (IV)

Emphasis:

Composition skills

Learning Objective:

The student will improve his composition skills by following the directives of his teacher or a fellow student.

Suggested Materials:

Grammar text

Teacher Information Sheet No. 23-24

Suggestion for preliminary testing and follow-up testing.

1. Administer test similar to one on teacher information sheet to determine composition skills level of each student.
2. Group students according to skills levels.
3. Give writing directives such as those on teacher information sheet to one small group at a time. Use the same directive over and over as student uses different ideas until proficiency is reached. Have student proofread each sentence he writes.
5. Help students develop a plan for study to eliminate his writing problems.
6. Pair students with one low in skills and one high for all help-one-in-need activities.
11. Display composition activities as often as possible. Get students to help make the displays attractive. (This study should be an on-going process which could be repeated several times during the year.)

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This idea was used with reluctant writers.

Learning Activities	Evaluation
2. Write thoughts or ideas "helter-skelter" on paper for about five minutes. 3. Write thoughts and ideas into sentences. 4. Organize sentences into paragraph or paragraphs, adding some related ideas, and taking out those unrelated. Hand theme in. 6. After evaluation, edit and hand in first paper and edited copy.	Teacher keeps papers several weeks, then returns to students for self-evaluation on whether what they wrote is clear to them. Teacher grades each student on improvement and/or competency.

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4. Each student begins work on level indicated by test. Write according to directives given by the teacher and advance as rapidly as possible. Work in pairs, in small groups, or as individuals according to teacher's instructions. 7. Work in pairs, higher students helping lower students on plan of study. 8. Develop proficiency before moving from one level to another. 9. After practice on each level, write some directives and have other students in the group write according to them. 10. Study in pairs, or groups, any grammatical terms used in directives that are not clearly understood. 12. File all written work as proof of advancement in composition skills.	Teacher scores preliminary test and helps student determine level. Teacher and students check continuously on proficiency in meeting directives. Teacher checks follow-up test and rates student, teaching strategies, and learning activities.

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FAVORITE FAMILY TALES (IV)

Emphasis:

Oral communication,
Written composition

Learning Objective:

The student will tell a family story, communicating with classmates both orally and in writing.

Teaching Strategies

1. Discuss favorite family tales. Tell one from your own family. Ask students to tell a story their parents tell again and again about when they were children or when the student was a child, or about a grandparent or close friends or relatives. Encourage each student to "Tell a family tale."

6. Set a deadline for written composition of the individual's favorite family story to be turned in. Tell students to write in their own speaking style, but remind them the composition will be graded on mechanical skills as well. Refer student to grammar texts for any help they might need on construction and punctuation.

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ALTERNATIVES OPEN TO MAN (IV)

Emphasis:

Alternatives

Learning Objective:

Students will become aware of alternative values open to man in past and present situations.

1. Select stories illustrative of different social conditions which result from past and present choices of alternatives open to man. Let students choose from list of stories they wish to read and discuss.

2. Guide students in an analysis of the alternatives open to the man in their literature selections. Ask what choices are made by their friends or townspeople. What were the results of their choices? Could history have been changed if another choice had been made?

****

Learning Activities	Evaluation
2. Students participate in informal telling of old family stories about themselves or other family members.	Teacher notes student participation in tale-telling.
3. Students who cannot remember a family tale on the spur of the moment should discuss it that evening with members of their family and collect the tales for retelling to the class the next day.	Teacher grades written composition for effective communication and mechanical skills.
4. Students share their experience with others, orally expressing some part of their personal heritage.	
5. Students are aware of methods of communicating a particular happening to an audience. They become aware of the difference in another's understanding of something perfectly clear to the speaker.	
7. Students write a favorite family tale to be graded on effective communication and writing style and skills. Refer to grammar texts when necessary.	

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Learning Activities	Evaluation
3. Choose a story or book from list provided by teacher. Read the selection carefully and list choice of action open to the hero. Be prepared to discuss the possible outcome of events if the hero had chosen differently.	
4. Discuss the alternatives open to you, your neighbors or community leaders. Would you have done differently had you known the out come in advance? What were the results of a town leader's choice of alternatives in an action that affected the townspeople?	Teacher judges success of the unit by individual participation in forum discussion of values important to man's choice of action.

****

IT'S ALL IN THE NEWSPAPER (IV)

Teaching Strategies

Emphasis:

Drama in life

Learning Objective:

The student will discover the basic drama inherent in each day of life and will develop an awareness of the relationship between literature and life.

Suggested Materials:

Daily newspaper

1. Initiate a discussion of current best selling books; include elements that make appealing: love, honor, pity, pride, compassion, sacrifice and other universal truths.
2. Elicit books that have been made into movies.
4. Have students search the newspapers for story situations and plots similar to those in literary selections - short stories, novels and plays (Examples: air piracy, domestic quarrels, mysteries, crafty maneuvers, complicated love affairs, kidnappings, etc.).

****

SHARING A READING EXPERIENCE (IV)

Emphasis:

Literature exploration

Learning Objective:

Students will explore a variety of literature and share personal reading experiences.

1. Discuss Max Lerner's statement "Courage and wisdom have to come from life itself, but books can point the way."
2. Ask students to find and read books or selections that can point the way to courage and wisdom.
4. Use classtime for students to tell which book they read and why it was a good selection.
6. Recite the rest of Lerner's quotation, "And when a book does, I don't intend to stand by and see it lynched." Ask what they think Mr. Lerner meant by that statement.

****

Learning Activities	Evaluation
3. Students select from current movie ads those that are based on literary productions (Examples: The Godfather, Nicholas and Alexandra, The Vilachi Papers, Fiddler on the Roof). 5. Write a short story based on setting, situation, characterization, and conflict in a news story from a daily paper.	Select a news story which is characteristic of a story from literature (plot, conflict, alternatives, love, intrigue). Document with evidence of story elements: Make a list of story ingredients found in the newspaper account.

Additional Suggestions

Think about a book you have read. Find pictures and words from the newspaper that best describe that book. For example: The Outsiders by E. S. Henton; Time of Wonder by Robert McCloskey.

Select newspaper articles that describe or depict regional history. With the help of other students in class compile a reading list of books that provide additional information about this area.

This activity is applicable to sports personalities, musicians, artists, and other personalities and events.

Note to Teachers: For further suggestions on using the newspaper order Open Windows to the World, Idella Lohmann, et.al. Oklahoma Publishing Company, P.O. Box 25125, Oklahoma City, Oklahoma, Price: $3.95

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3. Select a book or short story or play that illustrates wisdom and courage. 5. Discuss your story selection with class, telling why it is a good example of "pointing the way" to wisdom and courage. 7. Contribute to the discussion of Lerner's quotation.	Teacher checks on increased interest in literature concerned with courage and wisdom and notes student's participation of classroom sharing of their selections.

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CAREER REPORT (IV)

Teaching Strategies

Emphasis:

Research writing

Learning Objective:

The student will research a career of his choice and write a paper about it.

Suggested Materials:

Grammar text with chapter on writing a research paper

Pamphlet on preparing a research paper

Books, magazines, pamphlets, and letters on many different careers

1. **Motivate interest by putting up a bulletin board display on careers.**
2. **Ask each student to research a career of his choice and tell him where to get information on preparing a research paper.**
5. **Give instructions for conducting an interview to get information for research writing.**
7. **Invite counselor ot come to class to discuss various careers that have been chosen by students.**
9. **Help students review, if they need to, writing business and thank-you letters.**
12. **After a reasonable time of note taking for writing, assist students in reviewing outlining and organizing materials for writing.**
16. **Act as advisor during preparation of papers.**
17. **Ask students to use final draft as a basis for short oral report dealing with the most interesting facts about the chosen career.**

****

JOB APPLICATION FORMS (IV)

Emphasis:

Filling in forms: job application, insurance claims, social security, welfare applications, etc.

Learning Objective:

Students will understand correct technique and importance of being able to correctly fill in the blank spaces and reading the instructions on application forms.

Suggested Materials:

Application forms from a variety of sources.

1. **Discuss importance of filling out forms, carefully reading instructions and answering correctly and neatly.**

2. **Ask students if they have ever filled in a job application. Were they prepared with the necessary information? Do they anticipate filling out any kind of form in the near future? What will they need to know to provide the information requested?**

4. **Distribute blank forms.**

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Learning Activities	Evaluation
3. Each student selects career he is interested in researching and gets a grammar text or a pamphlet with information on preparing a research paper.	
4. Search for materials available on careers in classroom, library, and guidance department.	
6. Each student interviews, on his own time, a person engaged in the career being researched.	
8. Listen to counselor, ask questions; then go to the library to make use of any information to be found in the career corner.	
10. Each student writes for materials from various agencies distributing career information on his choice.	Teacher rates student response to and questions about careers as each oral report is given.
11. Each writes a thank-you letter to the person he interviewed.	
13. Write first draft of paper.	Teacher observes any use of filed reports and voluntary comments about careers in the next few weeks following completion of the activities.
14. Form small groups for analysis of first draft.	
15. Revise, proofread, and prepare final draft.	
18. Give oral reports, then file written reports for future reference.	

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Learning Activities	Evaluation
3. Participate in discussion of application experience.	
5. Read instructions on blank forms carefully, fill in as correctly and neatly as if the form would be actually used.	Teacher reads and discusses forms individually with students, suggesting any improvement that might be needed.

****

MY VIEWS ARE . . . (IV)

Teaching Strategies

Emphasis:

Argumentative writing

Learning Objective:

The student will express his views in argumentative writing.

Suggested Materials:

Accident rate charts

Pictures of accidents

Clippings from newspapers of accidents

Film about auto accident

Grammars as resource books on argumentative writing

1. Arrange a visual display of a chart showing statistics of the high accident rate among teenage drivers, pictures of several accidents some which obviously involve teenagers, and clippings from newspapers which deal with teenagers' accidents in the local area.

2. Start a discussion by stating some people think the age for driver's license should be 18. Take the affirmative.

4. Point out high accident rate and high insurance rates for teenagers.

6. Assign topic: The minimum age when a driver's license may be issued should be eighteen. Review student experience and argumentative writing and set two or three day time limit for study and writing.

9. Ask students to revise themes using any help gained from postwriting discussion.

11. Assign other argumentative writings, letting students choose any topic about which they want to air their views.

****

Learning Activities	Evaluation
3. Students will argue against the 18 year old requirement for driver's license naturally.	
5. Rationalize teacher's last two points.	
7. Take the affirmative or the negative concerning the topic and support the stand with facts and logical arguments.	
8. After writing is finished, form groups for postwriting discussion. Point out good arguments as papers are read. Give examples of arguments which are based on emotion if the papers contain any. Deal with the reasoning shown in these themes rather than the writing style or grammatical errors.	
10. Revise papers and hand in.	Teacher evaluates revised papers and gives individual help to anyone needing it.
12. Write and compare to first paper to note success in mastering first writing difficulties.	Students evaluate next papers according to improvements noted.

****

ORAL COMMUNICATION (IV)

Teaching Strategies

Emphasis:

Group discussion

Learning Objective:

The student will demonstrate his ability to participate in group discussions by researching a topic, orally presenting some results of his research, stating his views and opinions clearly and convincingly and listening attentively and analytically to the results of research and the opinions of others.

Suggested Materials:

Library resource books
Television newscasts and programs
Radio newscasts and programs
Magazines and newspapers

1. **Take advantage of an out-of-class discussion students are carrying on as they come into class to explain to them the purpose and the value of group discussion.**
3. **Determine with student's help appropriate and interesting topics for discussion.**
5. **Divide class into groups.**
7. **Work with each group as they need help.**
9. **Set time limit for research.**
10. **Suggest students formulate guidelines for group discussion.**

****

VERBAL TRANSFER (IV)

Emphasis:

Listening, imagining, transferring feelings into concrete ideas, writing

Learning Objective:

The student will transfer his feelings and thoughts as he listens to instrumental mood setting music into written expression.

Suggested Materials:

Records: instrumental mood setters, such as themes from movies or Beethoven.

1. **Discuss how different sounds and speeds affect our moods.**
3. **Play an instrumental recording for quiet listening.**
5. **Play same record again, asking questions to formulate composition in the mind to fit the music.**
7. **Play a third time and ask students to start writing down their story ideas.**
9. **Assign homework: Write composition.**
11. **Group students for proofreading.**
14. **Play recording the next day to see if stories fit the music.**

****

Learning Activities	Evaluation
2. Each student lists topics he would like to discuss as someone lists them on the board.	
4. Copy list of topics decided on.	
6. Each group selects a topic to discuss and begins research.	
8. Determine the main issues in the topic as research goes on.	
11. Each group formulates own guidelines.	
12. Each student participates in group discussion. One student in each group acts as recorder.	Teacher observes each student during discussion periods and evaluates his participation.
13. Recorder prepares with help of other group members a summary of their discussion to be given to class.	Student writes, to give to teacher, an evaluation of his performance measured by the learning objective criteria.
14. After all summaries are presented, compare results in a class discussion.	

****

Learning Activities	Evaluation
2. Each student expresses present ideas of environmental influence on his moods.	
4. Listen and assimilate ideas.	
6. Organize story in mind.	
8. Transfer ideas from mind to paper in note taking form.	
10. Using notes, write composition.	
12. Read one another's compositions, make suggestions for improvements in mechanics and effective expression of thoughts.	
13. After group activities, revise and prepare final copy with special attention to expression of ideas.	
15. Listen to recording and evaluate own work as to mood of music and written expression. Write a rating of 1-5 on paper and hand in.	Teacher checks for originality of ideas, mood, setting, form, and style.

****

THE POETRY OF MUSIC (IV)

Emphasis:

Widening emotional experiences

Learning Objective:

The student will experience recognizing his own emotional reactions through a study of modern musical lyrics, a media with which he can relate and will demonstrate his capabilities of moving from music to poetry by writing a comparison of his reactions to the two forms of literature.

Suggested Materials:

Record player
Recordings students bring in
Recordings of poetry
Literature anthologies

Teaching Strategies

1. Start students discussing their likes and dislikes in modern musical lyrics.
3. Help students examine the fact that modern music is or can be a form of literature comparable to poems in any textbook. Ask them to bring some of their favorite recordings to be played in class.
4. Play recordings of student selection centered around specific emotions.
6. Ask student to find poems centered around any one of the emotions compiled.
8. Select one musical lyric and one poem, present them through recordings for student listening and writing.
10. Play a recording of instrumental music and ask students to react to it by writing an original poem.

****

IS IT FACT, INFERENCE, OR JUDGMENT? (IV)

Emphasis:

Fact, inference, and judgment

Learning Objective:

The student will demonstrate his use of critical thinking by differentiation of fact, inference, and judgment.

Suggested Materials:

Dictionaries
Newspapers
Grammar Text

1. Teacher presents criteria for distinguishing factual statements, inferences, and judgments. Give some examples. Explain that awareness of fact, inference, and judgment gives the teacher and the class a means to explore, critically, many areas of language.
4. Give information, stressing use of knowledge gained, for written assignment, debates and panel discussions.
6. Help students choose topics for debates.
8. Divide class into groups for panel discussions.
10. Investigate student interest in staging a mock trial and assist them in this project if they will try doing it.

****

Learning Activities	Evaluation
2. Discuss emotional reactions to lyrics. List some of the favorite composers and lyrics. Make a display of favorite musical lyrics and favorite lines from them.	Teacher evaluates all writing for content.
5. Listen to recordings. Discuss emotional reaction after each song. Compile most frequently named emotions.	
7. Share poems through oral interpretation. If poem is long, choose a part of it for interpretation.	
9. Listen to lyric and poem, then write a comparison of reactions to them, proofread and prepare final copy to hand in.	
11. Students listen and transfer reaction into poetic expression, proofread, and prepare final copy for display.	

****

2. Class works out own definitions of fact, inference, and judgment, then checks definitions out in grammar text and in dictionaries.	
3. Using newspapers, examine and measure editorials, feature stories, straight news writing, and advertising for factual, inference, and judgment statements.	
5. Write reports and editorials controlling the use of fact, inference, and judgment as specified by the teacher.	
7. Form debate teams and organize for a debate contest.	Students judge the validity of one another's statements and their relative importance.
9. Groups choose topics and present panel discussions.	
11. Stage a mock trial or read and discuss according to fact, inference, and judgment the play, "Twelve Angry Men".	Class evaluates by majority vote the debates, panel discussions, and mock trials.

****

IF MAN FORGETS HOW TO LAUGH ? ? ? (IV)

Emphasis:

Ethnic humor

Learning Objective:

The student will recognize certain techniques that comedians use to create humor.

Suggested Materials:

Comedy record depicting several techniques.

Learning Objective:

The student will develop skill in recognizing who is being made fun of and for what attitude or practice, with the specific objective of recognizing if the ethnic humor is
1) laughing at another ethnic group,
2) laughing at its own group,
3) laughing to keep from crying, or
4) laughing at just people.

Suggested Mateirals:

Magazines with suitable cartoons

Learning Objective:

The student will demonstrate his understanding of the concept of parody and recognize parodies when they hear them on a comedy record, such as a Flip Wilson or a Bill Cosby record.

Suggested Materials:

Recordings of Flip Wilson's "Columbus" and Bill Cosby's "Noah."

Teaching Strategies

1. Introduce and explain terms - exaggeration, caricature, incongruity, irony, play on words, understatement.

2. Play a short segment of a comedy record, list some of the lines on the board and elicit from students which term applies to each line.

4. Play the rest of the record, instructing the students to find examples of the different techniques.

1. Divide the class into small groups.

2. Give each group a cartoon depicting ethnic humor. (Cartoons by Black cartoonists can be found in such magazines as Sepia.)
Allow the group time to discuss the cartoon and analyze it for:
    Who is being laughed at?
    For what attitude or practice?
    Does this represent laughing at Whites?
    Blacks? to keep from crying? or
    laughing at just people?

1. Tell the students that they are going to hear a parody and that after they listen, they are to tell what a parody is.

2. Play a part of a recorded version of a parody, such as Flip Wilson's "Columbus" routine or Bill Cosby's "Noah."

4. Play the rest of the record and ask the students to list any other parodies they hear.

7. Encourage students to make use of what they have learned about ethnic humor in examining any ethnic humor.

****

Learning Activities	Evaluation
3. Identify each line on the board by the term that applies to it.	
5. Listen to the record and list examples of the different techniques as they listen.	Follow up with another record and have students identify techniques used to create the humor.
6. Read aloud from lists and examples and discuss any over which there is disagreement.	
3. Each group will analyze its cartoon by the established criteria.	Teacher could evaluate skill of the group and help clear up any confusion or misunderstanding of the cartoon or could have individual analyses turned in by students after the group discussions instead of the oral explanations. This last would give the teacher opportunity to evaluate individual skills and participation.
4. Each group will choose a spokesman to explain the decision of the groups and why they interpreted the cartoons as they did.	
5. Person chosen makes his group report to the class.	
3. After listening, the students will arrive at a definition of parody through discussion.	
5. As they listen, students will list any parodies included in the record.	
6. Some students will read their lists aloud; others can compare to see if they agree.	Teacher could evaluate students' skills in recognizing parodies from activity No. 6 or from playing a different record and having students turn in written lists for individual evaluation, also by noting continued use of skills.
8. Continue use of skills and from time to time share experiences with classmates and teacher.	

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LANGUAGE IN ACTION (IV)

Emphasis:

Multiple meanings

Learning Objective:

The student will demonstrate his ability to use specific words instead of general terms in writing and in speaking, with specific objectives: 1) use the dictionary to distinguish shades of meaning of synonyms, 2) examine words in context and identify their several meanings, 3) recognize the difference between the use of a word in a figurative sense or a literal sense, 4) explain the meaning of an abstract by using a specific example.

Suggested Materials:

Dictionaries

Dictionaries of synonyms and antonyms

Literature books

Magazines

Newspapers

Teaching Strategies

1. **Lead class into a discussion of how words are language in action.**

3. **Discuss how the language grows.**

5. **Ask students to make a list of groups of words that are synonyms. Start the list with proverb, maxim, adage, lonesome, desolate, isolated.**

7. **Lead class in a discussion of the several meanings that some words have. Examine words in context to determine the meaning.**

   Example:

   The garland was placed around the neck of the winning horse.
   The student laid his garland of poems on the teachers desk.
   All the sailor's provisions were in his garland.

9. **Ask students to help make a matching test with words of multiple meaning by contributing sets of meanings and sentences with three different words.**

11. **Compile and give test.**

12. **Introduce the use of words in a figurative sense and a literal sense and list a few examples: They tried to free themselves of the yoke of tradition. The yoke was placed on the neck of the oxen. The grass danced in the breeze. The couple danced with grace and ease.**

14. **Discuss abstract words. Demonstrate by using examples from literature e.g. truth, justice, freedom, wisdom.**

16. **Suggest making displays of words used in figurative sense or examples from literature of abstract words used effectively.**

* * *

Learning Activities	Evaluation
2. Make a list of general terms, exchange and list specific words under each general term.	
4. Compile list of "neologisms," newly invented words or phrases, encountered in magazines and newspapers.	
6. Make list and compile on board, then write a paragraph using several of the groups showing the shades of meaning that set the synonyms apart.	
8. Write sentences using 10 different words showing their different meanings.	
10. Write multiple meaning exercises for matching test. Example: record 1. All our records were lost. A. past performance 2. We should study the records. B. document 3. Attendance broke all records. C. best performance	
13. Using the dictionary, students discover how a word can be used in a figurative sense or a literal sense. Write sentences demonstrating the use of the words.	Before and after each learning activity, students discuss multiple meanings and teacher checks on progress being made. Teacher and students check written assignments.
15. Write a paragraph demonstrating understanding of an abstract word by using specific examples.	
17. Make displays.	

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TALK, LISTEN, WRITE, LISTEN, REVISE (IV)

Emphasis:

Writing a five paragraph theme, using a tape recorder.

Learning Objective:

The student will write a five paragraph theme according to a predetermined plan, and after listening to a critique taped by the teacher, will demonstrate his ability to deal successfully with the problems he encountered in his first theme.

Suggested Materials:

Recorders and tapes
Various grammar and composition textbooks for resource aids

Dictionaries

Several copies of good literature

Teaching Strategies

1. Provide student models and professionally written models of five paragraph themes and plan pages.
3. Suggest broad subjects for themes.
8. Assist each student as requested.
10. Tape comments for improvement of plan page.
15. Aid each student as requested.
18. Read each theme and tape critique, giving praise where it is due and suggesting ways for future improvement by pointing out specific problems and suggesting sources for study to overcome them.
20. Work with students on individual problems and with small groups with common problems.
22. Provide, from time to time, for display of student themes.

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Learning Activities	Evaluation
2. Study model themes and plan pages.	
4. Tape, at random, ideas applicable to broad theme subject.	
5. Listen to taped theme development ideas.	
6. Decide on narrowed subject and delete unnecessary ideas.	
7. Do research as necessary.	
9. Prepare plan page containing: Thesis statement Probable audience Sources of information Introductory paragraph Topic sentences for three supporting paragraphs Conclusion and give to teacher.	
11. Revise plan page as necessary.	
12. Write rough draft of theme.	
13. Tape entire theme.	
14. Listen to taped theme, checking: Organization Development Mechanics	
16. Write final draft.	
17. Proofread and hand in	Teacher evaluates by recording a critique of each theme.
19. After listening to critique, each student revises his theme at will and files it for future reference.	Student evaluates by listening to critique.
21. Each student writes other five paragraph themes on new subjects and demonstrates his ability to deal successfully with problems he encountered in his former themes.	Teacher evaluates by checking on each student's success in dealing with problems and increasing proficiency in writing.
23. Each student reads a later theme of a classmate and prepares a taped critique.	Students evaluate one another through the taped critique.

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A FUN STUDY OF THE ELEMENTS OF SHORT STORY WRITING (IV)

Emphasis:

Analyzing, identifying and writing.

Learning Objective:

The student will demonstrate an understanding of the elements used in short story writing by identifying and using similar techniques in his own writing.

Suggested Materials:

"Comin' After Jinny," sung by John Laws on Daybreak 45 rpm recording. $1.00

Records Inc.
2410 Classen Blvd.
Oklahoma City, Oklahoma
Ph. 405 528-3725

Information Sheet for Student No. 25

Teaching Strategies

1. Show students the recording of "Comin' After Jinny," tell them the tiny recording has all the elements of short story writing. Introduce students to the fun study with an explanation somewhat like the following:

   A skillful short story writer creates a situation that reaches out and draws his audience in by painting mental pictures that appeal to the senses. The skillful writer strings his words together to help his audience understand the characters he creates, how they speak and act, their loneliness, fears, happiness, love, amibition, and what motivates them. He makes the setting clear, sets a tone, and lets the audience know about the conflict.

2. Play recording just through the line: "To the six-gun that rests on his hip."
4. Provide leadership and opportunity for student thinking and discussion by asking lead-in questions, such as: What do you know about the character referred to as "he"? What do you know about the teller of the tale? How did the writer let you know these things? What emotions do you think the teller of the tale is feeling?
6. Ask students to write an ending for the story.
8. Select several student written endings and read to class. Have students identify clues that would lead to each ending.
10. Play the entire recording.
12. Provide information sheets for students.

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14. Schedule group discussions of the elements of short story writing, using information on study sheets and "Comin' After Jinny" as the basis.
16. Ask students to write a short story of their own. Allow work as individuals, as pairs, or as teams.
18. Expand learning activities to include any short stories desired.
19. Appoint or ask for volunteers to edit, type and make a booklet of stories written to be shared.

Learning Activities

3. Listen to record to begin identifying elements of short story writing.

5. Discuss characters, plot, tone, and any other elements brought up. Discuss suspense, drama and foreshadowing.

7. Write an ending to be handed in.

9. Identify clues leading to each ending.

11. Listen to recording and discuss real ending, identifying the reason it is such a delightful surprise.

13. Study information sheets.

15. Discuss in assigned groups according to the instructions.

17. Read and evaluate stories written, working in assigned discussion groups. After evaluation, make corrections and hand in for teacher evaluation.

20. Make booklet for sharing.

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Evaluation

After activities are finished, allow students to rate their learning experiences on the - Whee! Yetch! Easy, Imaginative, Exciting, [illegible], Troublesome, Boring or Fuzzy - Scale.

Student-teacher conference on what effect, if any, this learning experience has had on enjoying other short stories.

Student-teacher conference about short stories handed in with the intention of editing to make a booklet to be shared with other classes.

WHAT'S MY MOOD? (IV)

Teaching Strategies

Emphasis:

Mood and setting

Learning Objective:

The student will read the two stories "The Portable Phonograph" and "By the Waters of Babylon," analyze the effect of mood and setting upon himself as a reader, and use the aspects in his own composing.

Suggested Materials:

"The Portable Phonograph" Walter Van Tilburg Clark
"By the Waters of Babylon," Stephen Vincent Benet

1. Begin with general discussion defining past, present and future time and how man judged each. Lead discussion to mood and setting used as insights to time and the effects they may have on a reader.

2. Provide students with copies of "The Portable Phonograph,"

3. Begin reading it.

5. Group students for personal discussion.

7. Provide copies of "By the Waters of Babylon."

9. Assign a time for comparison of two stories.

13. Start with help of students, a diary recording in the mood of the stories.

5. Help students create a mood and setting for a story then record as they suggest.

18. Encourage students to find and read more literature similar to the two stories and tell classmates about the new finds.

****

Learning Activities	Evaluation
4. Students finish reading silently.	Teacher checks to see that everyone has turned in a composition and reads exerpts from several of them so students may note different ways they have used mood and setting.
6. Interact about the impact of the story.	
8. Read story and discuss the implications for student readers.	
10. Discuss setting and how each individual author created his own mood and how the characters contributed to the mood.	
11. Discuss sentences or paragraphs that were not completely understood, trying to discover why. Was it the use of language, the lack of experience by students to interpret the meaning, or some other reason?	
12. Discuss parts of the stories that most deeply moved the reader and why.	
14. Each student makes at least five entries in a diary for a character who has survived a disaster such as the ones in the two stories. Proofread and prepare for display.	
16. As a class, create a mood and setting for a story projecting into the future.	
17. Each student chooses one of the moods and settings and writes a composition in keeping with it. Hand in to teacher.	

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FOR TALKERS NOT IN SPEECH CLASS (IV)

Teaching Strategies

Emphasis:

Making informal talks

Learning Objective:

The student will use specific guidelines and will make informal talks in each of the categories: informative, persuasive, anecdotal, convincing,and entertaining

Suggested Materials:

Student Information Sheet No. 26

1. Provide students with student Information Sheet No. 26.

3. Talk with students about topics for informal talks in the different categories.

5. Guide students into choosing the learning activities given, and then let them choose from their list of topics any others they wish to use. Enlist their help in making speech score cards to be used in evaluating the talks as they are made.

6. Each student will select a type of informal talk and follow a learning activity listed.

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Learning Activities	Evaluation
2. Discuss guidelines and categories for informal talks.	
4. Start a listing of topics for each category.	
7. Describe a real or a fictional person. Observe the guidelines and decide on the category.	
8. Describe a job a student might hold. Include how to get the job, the nature of the work, and the rewards of holding the position. Observe the guidelines and identify the category.	
9. Choose a topic about which there is strong controversy. Take a stand on the topic and try to persuade the audience to accept the same stand.	
10. Select a joke that contains conversation. Relate it with the intent of amusing the audience.	
11. Create a new product, name it, devise a catchy slogan for it, and compose a persuasive "spot" commercial for use on radio or TV. Limit this talk to one minute (about 150 words). Present the commercial observing guidelines which apply.	Using the score card worked out, students rate one another on all speeches. Give the cards to each speaker after each assignment is finished. After the first talk, both students and teacher comment on strong points and suggest how weaknesses may be overcome.
12. From the list of topics that has developed choose one that will fit the entertainment category and make a talk about it.	Teacher grades last talk.
13. Choose any one of the categories or a combination of them and make a final speech to demonstrate use of the guidelines.	

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EIGHTEEN VERBS PYRAMID THE VOCABULARY (IV)

Teaching Strategies

Emphasis:

Vocabulary development

Learning Objective:

The student will develop vocabulary skills to be used in increasing his understanding of word meanings and use of words by working with a list of 18 verbs from either Greek or Latin.

Suggested Materials:

Information Sheet for Students No. 27

Dictionaries

Any source of words: text, newspapers, magazines, TV, radio

1. Provide students with copies of Information Sheet for Students.

3. Discuss sample display using scribere and ask students to start similar collection for each of the verbs to be used in display. Words may come from any source, but advise students to check them in the dictionary before putting them into their collection.

5. Encourage students to become especially aware of words on their list as they read or hear them, and to tally each one as they find it.

7. Ask each student to make a display of words around one of the verbs.

9. Suggest as a class project a bulletin board of Brand Names derived from the verbs.

11. Ask each student to provide one favorite word from his collection to be used in a vocabulary test.

13. Compile word list of student choice, add some of own, and use as test by providing each student with a list of 20 words and asking him to make a sentence with each in which the meaning of the word can be determined by context.

****

Learning Activities	Evaluation
2. Discuss verb meanings and variations given. List some words, using recall, derived from any of the verbs. 4. Begin word collection, listing each word under the verb from which it is derived. 6. Keep a running tally of words. 8. Make displays, being as creative as possible. Words may be lettered on, cut from magazines and pasted on, illustrated, and arranged in various patterns. 10. Each student in class makes contribution to Brand Names bulletin board. 12. Choose word, write on card, and give to teacher. 14. Take test.	Teacher grades test papers. Students write an evaluation of worth of learning activities.

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A CONTINUING WORD STUDY USING A WORD BANK (IV)

Teaching Strategies

Emphasis:

Vocabulary devlopment

Learning Objective:

The student will add new words to his vocabulary and will study the pronunciation, the etymology, the multiple meanings, the parts of speech and the diacritical markings of the new words.

Suggested Materials:

Dictionary giving origins of the words.

Teacher Information:

Specify learning illustrated by a particular word may be one or more of the following:

- unusual spelling or pronunciation
- unusual origin or history
- word structure (prefix, suffix, root)
- relationships among different meanings.

During the year, all elements of word study will be illustrated using words students choose.

ve students bring their own rds to put in a word bank. ese may be words which they sh to know more about or rds they wish to share with ers.

3. Spend a part of a class period at regular intervals on a single word, taken from the word bank.

4. Write on the board (or overhead projector) the word. Beside and below it fill in the following items as students find the word in the dictionary:
    - pronunciation
    - origin
    - meaning
    - part of speech
    - specific learning illustrated by a particular word.

****

Learning Activities	Evaluation
2. Find word in dictionary. Write it on a card to be included in the class word bank. Write the word phonetically and pronounce aloud.	
5. Students select words that have a special appeal to them and collect in an individual notebook for their own word bank. This should include their own definition, phrased in their own words.	
6. Write the origin of the word and discuss why the word was chosen for the word bank. Student notebook might include unusual history or interesting facts about the word, specific learning as presented by the teacher, and examples of the word used in sentences.	Teacher evaluates vocabulary notebooks. Teacher observes student participation in class use of dictionary and recitation.

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YOU CAN LOOK IT UP (IV)

Emphasis:

Using library skills

Learning Objective:

The student will use his library skills in finding short stories, will read at least three of his own choosing, and will report orally on one according to guidelines provided him.

Suggested Materials:

Anthologies, collections of short stories

Biographical resource books

Encyclopedias

Teaching Strategies

1. After completing the short story unit in literature text, ask each student to select two authors whose stories appeal to him and to participate in the learning activities to be assigned him.

11. Present guidelines to help students organize reports:
    - Use note cards but do not read from them.
    - Have an interest-arousing opening, a solid body of detailed information, and an effective closing.
    - Remember to include significance of the title, a passage of dialogue or description, or perhaps read the climatic scene, after having effectively built up to it.
    - Check pronunciation of names and difficult words.
    - Practice talk before giving it to the class.
    - As talk is given, pay attention to posture, voice pitch and control, pronunciation, and the use of acceptable usage forms. Let facial expressions and word choice mirror enthusiasm for selection.

14. Ditto and distribute list of all stories read by class members.

15. Encourage students to read additional stories from the dittoed list and other sources such as lists in newspapers and magazines.

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Learning Activities

2. Check the card catalog in the library under short stories or story collections for specific titles, or under the author's name, if such cataloging is available.
3. Check tables of contents and indices of individual volumes of short stories, if the card catalog is of no help.
4. Check volumes of stories in family's home collections.
5. Read at least three stories by each author selected and make notes regarding characters, setting, plot, theme (if any), point of view, mood, etc. If one scene or passage is particularly appealing, note the page number for reference at a later point in this project.
6. Determine the significance of the title of the story.
7. Write a short evaluation of the story, pointing out why this story was particularly appealing.
8. Select one of the six stories for preparing an oral report.
9. Locate information about the author, using possibly one of the following reference books:
    - Twentieth Century Authors
    - Contemporary Authors
    - Junior Book of Authors
    - Webster's Biographical Dictionary
    - Reader's Guide
    - Biographical notes in textbooks
    - Encyclopedias
10. Report the following information to the teacher:
    - Story selected
    - Author
    - Where the story can be found
12. Using notes gathered from reading the stories and from author research, prepare an oral report, 3 - 5 minutes in length, according to guidelines presented in 11.
13. Give report to the class.
16. Select and read additional stories from dittoed listing, list the titles and authors on a reading file card. Write a short evaluation of preferred story on the reverse side of the card.

Evaluation

Teacher rates student according to participation in activities.

Teacher judges oral reporting for "speech" merit, including preparation, organization, and presentation of materials.

Teacher checks on the extended reading project listings of each student.

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EACH ONE CAN SEE THROUGH ANOTHER ONE'S EYES (IV)

Emphasis:

Human relations

Learning Objective:

The student will explore life with its problems and its satisfactions through ethnic literature other than his own and will show his understanding of what he reads by talking and writing about the likenesses and the differences of the problems and satisfactions and about how his understanding can contribute to easing the tension among his peer group.

Suggested Materials:

Ethnic literature from any source that students may choose.

Teaching Strategies

1. **Talk with students about each man's inability to understand fully a man of another ethnic group and his capability of understanding the other man better through the study of ethnic literature. Group students for further discussion.**

3. **Ask students to survey sources of ethnic literature available to them, to choose several selections, and to read with the intent of understanding another man's problems and satisfactions.**

5. **Assign writing exercies.**

****

Learning Activities	Evaluation
2. Discuss the need for all men to understand one another better in today's world and recall any literary selections that may have helped in such understanding.	
4. Survey, choose, read, and discuss, with special attention to the validity of the events and ideas presented in the selections. Keep a record of all selections read, and write a brief recommendation for the selection if it is found worthy.	
6. Write a paper explaining the likenesses and the differences of the problems and the satisfactions in life of different ethnic groups, being sure to include own experiences, according to literature read. Give specific examples to support writing.	
7. Write a paper about acquiring ethnic understanding from literature and how it may be used in contributing to easing tension among peer groups.	Teacher checks reading record of each student. Teacher evaluates written papers.
8. Students and teacher contribute to display of any materials related to or provocative for ideas on this study.	

****

OKLAHOMA LITERATURE (IV)

Teaching Strategies

Emphasis:

Oklahoma literature

Learning Objective:

The student will read literary selections about Oklahoma or selections written by Oklahoma authors and will demonstrate by reports, discussions, and special projects, his awareness and appreciation of his Oklahoma cultural background.

Suggested Materials:

Books, from any source, by Oklahoma authors and/or with Oklahoma settings

Filmstrips, films, and records related to study

Literary map of Oklahoma

(Available from the Oklahoma Council of Teachers of English.)

1. Introduce study with a teacher devised completion test, "What Is Your Oklahoma Literary IQ?"
3. Display literary map of Oklahoma. Guide students into learning what books suitable for the study are available.
5. With the help of students set up minimum requirements with a graduation of steps to maximum. Base assignments on the minimum requirements with special activities for high level work coming from individual students. (Minimum assignments could be one fiction and one non-fiction book, three poems, three short stories, two essays, and five songs plus two individual activities and participation in one group activity. Readings are to be recorded on index cards by title, author and a short summary for teacher file.)
7. See that each student has a bibliography of all material found available.
9. Provide some reading and discussion time during class periods. Allow students to form own groups for special projects and group them for small group discussions and writings. Show films, play records, and allow students to check their contracts.
13. Arrange for field trips to Oklahoma exhibits in museums and to places of historical and literary interest.
14. Provide class time for oral reviews.
16. At the close of the study, ask all students to write a 500 - 1000 word evaluation of Oklahoma literature in general, a particular author's works or another topic selected by the student and approved by the teacher.

* * *

Learning Activities

2. Take test, grade own test, discuss in class results of test, and start planning to raise IQ. List knowledge common to all and lack of knowledge in making plans.
4. Use literary map as a starting basis. Find and make a class list of Oklahoma literature: books (fiction and non-fiction), poems, short stories, essays, and songs that might be used in the study.
6. When requirements are set, each student decides on amount of reading he wishes to do and begins planning activities above the required assignments. When plan is completed, present contract to teacher with the stipulation that it may be renegotiated at a later date.
8. Begin reading, taking notes on anything worth sharing during discussion and on anything that might be of value for a special project.
10. Choose, prepare, and present individual activities, such as: a) a literary map of Oklahoma authors and/or settings, b) a crossword puzzle using Oklahoma place names, main characters in literature, literary terms and important people in Oklahoma, c) a tape recording of Oklahoma poetry for class presentation, d) an original poem about Oklahoma, its people, or its events, e) an original story of pioneer life in Oklahoma, f) an interview with an old-timer for first hand account of early days in Oklahoma and a report to the class on the interview, and g) a presentation of several folk ballads to be used in group singing.

Learning Activities

11. Form groups, choose, prepare and present group projects, such as: a) several three minute speeches, submitting names from Oklahoma literature for the "Hall of Fame", b) a "You Are There" about some famous event in Oklahoma (April 22, 1889, or the arrival of the Indians from the Trail of Tears), c) a two-page newspaper about a particular day in early Oklahoma with news stories, fashion notes, social gatherings, and ads, d) a booklet entitled "Our Town in Oklahoma History".

12. In teacher assigned groups, express ideas and raise questions about readings.
15. Those who wish give oral reviews of books they especially liked.
17. Write composition and hand in.

Evaluation

Teacher and students evaluate participation in activities.

Teacher evaluates final composition according to criteria worked out by teacher and students.

****

PORTRAITS OF HAPPY AND UNHAPPY PEOPLE (IV)

Emphasis:

Conceiving and expressing ideas based on poetry portaits

Learning Objective:

The student will read poetry portraits of happy and of unhappy people, and based on the reading, will compare their ideas of happiness and unhappiness with those held by these people of various times and places, will relate the values of man to family, love, death, war, nature, peace, wealth, poverty, country, and God as they have remained almost constant for generations, and will examine man's ideas of good and evil.

Suggested Materials:

Anthologies and poetry collections for student use
List of poems to be given to students as a starter:
Happy Portraits
"Juggling Jerry" George Meredith
"Some Keep the Sabbath" Emily Dickinson
"Lucinda Matlock" Edgar Lee Masters
Unhappy Portraits
"Lord Randle"
"Tommorrow, Tomorrow...." William Shakespeare
"Soliloquy of the Clister," Robert Browning
"The Man He Killed," Thomas Hardy
"Miniver Cheevy," Edwin Arlington Robinson
"Spoon River Anthology," Edgar Lee Masters (the unhappy ones)
"Mamie," Carl Sandburg

Teaching Strategies

1. Introduce the study by asking students to bring in for sharing poetry portraits which had been their favorites in other classes.

3. Provide students with copies of the learning objective.

5. Give students starter list of poems and encourage them to begin a listing of their own. If copies of the poems are not available for all students, ditto, mimeograph, or xerox one for them.

7. After a number of poems have been read, group students for some oral comparison work.

10. Invite students to choose, from all poems read, a favorite about a happy and a favorite about an unhappy person and to compare their ideas about happiness and unhappiness with those they chose.

12. Provide time for study and spontaneous discussion of poems read and values of man.

14. Have students, as individuals or in small groups, to prepare a creative display, representative of the study of poetry portraits.

16. Set up a time for interpretative reading. Give some time for completion of poetry collections and arrange them for display.

19. Group students and assign a panel discussion concerning man's ideas of good and evil expressed through some of the poems read.

21. Make final writing assignment, allowing student to base his work on one of the aspects of the learning objective.

****

Learning Activities	Evaluation
2. Student selected poems will be read and classified as being portraits of happy or unhappy people. 4. Discuss the favorites read in relationship to the different aspects of the learning objective. 6. Students and teacher read poems orally, raising questions relating one or more aspects from the learning objective and the portrait read. Each student starts his own poetry collection. 8. In small groups, compare poems expressing conflicting or similar points of view. Choose a scribe and write for sharing with class one of the comparisons. 11. Choose poems, think, organize ideas and write. Proofread and edit in small groups, then hand in. 13. Examine all poems read, trying to find one to relate to each of the values or anti-values listed in the learning objective. Discuss challenging ideas advanced, if they are not sound, and with each one writing a short explanation of ideas that have remained almost constant for generations. Read papers for other to discuss. 15. Prepare and display creative projects. 17. Choose a poem and give an interpretative reading of it for the class. 18. Complete poetry collection and hand in for display. 20. Prepare and participate in panel discussion.	Teacher rates students on participation, displays, and poetry collections. Teacher grades written assignments. Students rate their performance according to learning objective.

****

EARLY AMERICAN LITERARY HERITAGE (IV)

Teaching Strategies

Emphasis:

Discussing and comparing period literature

Learning Objective:

The student will become familiar with early period literature that is part of his heritage by reading, analyzing, discussing, and comparing selections.

Suggested Materials:

Anthology of early American literature

A few copies of The Deerslayer, James Fenimore Cooper

A film of The Deerslayer

1. Read "Captain John Smith Among the Indians" orally in class. Ask students to begin interaction on early American literature and to be on the alert for mass media reference or use of materials from this period.

3. Read Ben Franklin's "Way of Wealth" selection. Ask students to find proverbs and bring to class.

5. Introduce three stories by Washington Irving: "Rip Van Winkle," "The Legend of Sleepy Hollow," and "The Devil and Tom Walker."

8. Read excerpts from The Deerslayer. Group student to write a scene from it as a movie script. Tell them they may use one of the excerpts or any scene they wish to choose from the rest of the novel.

11. Show the film and have students evaluate their scenes by comparing to movie scenes.

13. Guide students into the preferred type of vocabulary study using selections studied. Encourage them to do further reading in this period.

****

Learning Activities	Evaluation
2. Interact in small groups on "Captain John Smith" selection. Continue throughout study to exchange observations of today's references or use of materials from the period.	
4. In small groups, read and discuss proverbs. Determine why proverbs continue to be quoted and enjoyed by mankind. Make up some proverbs for today and display around the room.	
6. After reading, choose one character from each story and write an explanation of why each is a literary notable.	
7. At the conclusion of the study of Irving's stories, compare or contrast the three emphasizing characterization. As special projects, groups or individuals find and present orally in class a counterpart in modern day events for any of the stories. Example: Rip Van Winkle and POW returning after seven or eight years in capitivity.	
9. Choose a scene and write a movie script.	
10. Each group presents scene to class.	
12. Write, in groups, evaluation of scene in contrast to movie.	Students write a paper explaining whether the learning activities have made them more aware of their early American literary heritage.
14. Cooperate in vocabulary study. Do free reading and share experiences with class.	

****

ONE EXPERIENCE IN CRITICAL READING (IV)

Teaching Strategies

Emphasis:

Critical interpretative reading

Learning Objective:

The student will experience the inductive-deductive process in reading literature through careful consideration of setting, point of view, character, tone, and nature and purpose of symbolism in reading, and will consider ideas or concepts in terms of the present as well as the time period in the story when they occur.

Suggested Materials:

"The Dragon" by Ray Bradbury from Adventures in Appreciation, Harcourt, Brace & World, Inc. Laureate Edition

1. **Prepare questions assigned as learning activities and encourage reading, study and discussion.**

****

Learning Activities	Evaluation
2. Observe closely the reference to time and location and then give a specific description of the setting using examples to illustrate.	
3. Study all the references made to the dragon in the story, and then decide what the dragon symbolizes. Support decision by using references which give the reader the most insight.	
4. Discover where the point of view of the story changes. Illustrate how the story changes there by explaining the point of view before the change and then the point of view afterward.	
5. Discuss the tone of the story by using examples to illustrate.	
6. Decide if the knights and engineers are representative of a class or type of people or of individuals. Support the decision.	
7. From having decided what the dragon symbolizes what the knights and engineers represent, and when and where the setting occurs, determine what comment on human nature Bradbury is expressing and relate it to incidents or attitudes in the present which have the same basis.	Each student will read the papers of two other students noting how completely the answers were supported.

****

INDEPENDENT STUDY AS TEACHER AIDES (IV)

Emphasis:

Learning by teaching

Learning Objective:

The student will do independent study in English IV and will serve as an aide for the teacher of remedial English, reading, and spelling. He will keep a journal of the value he is gaining in learning from his teaching others.

Teaching Strategies

1. Enlist the help of junior English teachers to find capable senior students who would receive English IV credit by doing independent study in literature, composition, and grammar and by serving as aides in remedial English, reading, and spelling classes.
2. Instruct students chosen in independent study projects and in the responsibilities and limitations of being an aide.
4. Supervise giving tests and scoring them.
5. Divide students in remedial classes into small groups to work with teacher aides.
8. Schedule sessions with aides to check on their groups progress, plan further objectives, and exchange teaching techniques that have worked.
12. Hold discussions with aides on the progress of their independent study, give them any help they need in composition, grammar, or literature studies.
(If the student has a scheduled study hall, he might meet his regular English class and use the study hall period for doing teacher aide work.)

****

CONSERVATION PIECE (IV)

Emphasis:

Exploring the art of directed conversation

Learning Objective:

The student will explore the art of directed conversation, blending and isolating, for contrast, his ideas, opinions, and surmises, and will demonstrate skills acquired by participating in a group situation in which personal opinions, surmises, and value judgements are being expressed.

1. A few days before the unit is to be introduced arrange a display of pictures illustrating conversational groups.
2. Prepare for the activities by leading students into a discussion of why conversation is becoming a part of life today.
4. Make a list of suggested ground rules to be given to each student before the first practice.
5. Divide class into groups of three, asking that one of the three be responsible for keeping the conversation moving and schedule a 15 minute time block for practice.

****

CONT.

Learning Activities	Evaluation
3. Help in giving tests to determine reading level of students they will be working with. 6. Follow instructions given by teacher when working with the group. 7. Write daily in a diary, recording observations of learning in their groups, as well as what they themselves have learned by teaching. 9. Search for materials their group could use to further the desired objectives. 10. Start their groups to keeping a daily diary and assist them in proofreading and learning the techniques of self-expression. 11. Keep independent work up to schedule. 13. Discuss with one another any problems or particular pleasure resulting from the independent study.	Teacher evaluates the material written in the diary for insight gained from the teaching experience, observes the student aide working with his group, and evaluate work done in independent study.

****

3. Discuss attitudes of today's youth towards conversation and suggest some ground rules for conversational practices. (Class Activity) 6. Explore, in groups of three, ideas for conversation, how to model conversation, ways of strengthening logical reasoning, and skills needed for listening during conversation for the first practice. Use ground rules listed.	After the first directed conversation activity, each group will evaluate themselves using this criteria: Did the conversation a. deepen thinking, b. instigate searchings for possible truths, and c. foster an enjoyable and mentally invigorating experience? (Add criteria to conversational learning packet.) Each group will rate second directed conversational activity by comparing it to the first.

****

CONT.

7. After practice, help students define ground rules and get a conversation packet going.

9. Assign a directed conversational activity for groups of five and help students make preparations. Select a recorder for each group of five. Brief recorder on duties.

12. Discuss importance of making preparation for directed conversation by reading, listening to radio, watching television, talking with persons knowledgeable on the subject, etc. Remind students to plan some springboard and some carry-on contributions for the conversation.

15. Help class work out and add to conversational learning packet some qualities of good conversationalist.
    Such qualities as these might be used:
    A. Has a variety of interests. (Uses what he has seen, heard, and felt; watches faces and action of those with whom he comes into contact; listens to radio and television; reads, and takes in new and challenging ideas.)
    B. Can listen as well as speak. (Remembers that listening to others creates interest and triggers thinking.)
    C. Illustrates point with apt story or anecdote. (Makes quick relationship between reading or experience to make apt point of illustration.)
    D. Reads clues, brings out shy participant or courteously pushes back monopolizers. (Sees that all members of the group have a chance to talk.)
    E. Knows when to stop talking himself.
    F. Knows how to disagree agreeably. (Remembers conversation with no differences of opinion is like lukewarm, sudless dishwater, but one who disagrees rudely can kill a conversation faster than one can flip a light switch.)

17. Help class prepare for final evaluation.

18. Group students in fives for final evaluation which may be called a "Talk-Around." Help students get criteria ready for final examination.

****

Learning Activities

8. Begin building a conversational learning packet including information, besides ground rules, such as, maneuvering the bubble of speech so mind meets and mingles with mind; handling interaction; refining, discriminating and qualifying ideas; using transitional words and ideas which move or change conversation smoothly; making comments of consequence and relevancy to the others interests, and using humor. (Additions may be made to packets throughout all the conversational activities.
10. Select several topics of vital interest, perhaps controversial. (Class Activity)
11. Choose a topic. (Group Activity)
13. Hold first directed conversations in assigned groups. Recorder will tape conversation, prepare and give a report for the group by answering such questions as: How did your group begin the conversation? With a question? By telling of an adventure? With something in TV, a happening from the newspaper, a story someone read, a joke? If the conversation needed reviving, how was it done? How were conversers drawn into the conversation? How were conversation monopolizers handled? Was the subject changed? If so, how? Was the change smooth or abrupt? Did it grow out of the old subject or was it a completely new subject?
14. After evaluative experience, plan and hold a second directed conversation in the same group.
16. Form own groups according to interests and hold a third directed conversation followed by a discussion of how to improve skills being used.
19. Each group of five takes turns of ten minutes sitting in a circle on the floor for the "Talk-Around". Remainder of class sits as evaluators in seats arranged in a circle around the group. An evaluator will signal for the timing and conversation to begin by using any beginning method studied and any topic of general interest to the age group.

Evaluation

Each performing group in the "Talk-Around" will be rated by each evaluator according to the criteria which has been set by students.

Suggested criteria:

a. Was conversation kept moving smoothly?
b. Were words used fluently and appropriately?
c. Was respect shown for other conversationalists?
d. Did conversation have a realistic ring?
e. Were important ideas expressed?
f. Was humor used?

Each student performance will be evaluated by the teacher on such criteria as:

A. Making worthwhile contributions.

B. Keeping a balance in participation.

C. Being tactful.

D. Making comments of consequence and relevancy to group interest.

****

EXPRESSING IDEAS THROUGH POETRY (IV)

Teaching Strategies

Emphasis:

Poetry

Learning Objective:

The student will read and examine poetry and relate it to his own needs and experiences.

Suggested Materials:

State adopted anthologies
Books from library
Student-owned poetry books
Recordings of poems
Recordings of folk music
Student information sheet No. 29

1. Several days before starting these activities, post a bulletin board display of pictures of poets, including contemporary poets, with captions something like this:
   "Poets are people in love with words."
   "This generation professes a love for poems that leave in the mind seeds of thought that take root and grow."

2. Provide students with copies of the poem, "People Touch" by Alan Caruba and his commentary. (Student Information Sheet No. 29)

5. Give students help if any is requested.

6. Encourage free reading of poetry, some in class to get started, but most outside class time. Provide time in class for sharing.

8. If a student does not start a poem idea file, so others follow suit, try to introduce the practice.

10. Set a learning situation in which students who want to may try writing poems. Remind them that they may make use of Caruba's techniques as given in his commentary.

****

Learning Activities	Evaluation
3. Read "People Touch," then Caruba's commentary.	Teacher rates student participation.
4. Form small groups for discussion. Someone in each group should volunteer to read the poem orally during the discussion period.	
7. Search for, select, read, and think about poems. Share best liked ones with classmates. Keep a card file of titles of poems read, authors, and source where they were found. Books, magazines, recordings or any source found by student may be used.	
9. Start poem index list.	
11. Write original poems.	
12. Read original poems and give a short oral commentary on it.	

****

A BANK OF IDEAS

(Experiences in Language)

Grades 1-12

SUPPLEMENTARY MATERIALS

(For Classroom Use Only)

Prepared by
The State Language Arts Curriculum Committee

under the direction of
Bennie Raine
Language Arts Specialist
in cooperation with the
OKLAHOMA COUNCIL OF TEACHERS OF ENGLISH
and the
OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION
L. R. Westfall, Chairman
CURRICULUM SECTION
Clifford Wright, Administrator

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1974

FOREWORD

This booklet contains supplementary materials to the *Bank of Ideas* (Language Arts Guide, 1-12). It will serve as a companion guide in implementing this program.

The supplementary guide was developed by the State Language Arts Committee of the Oklahoma Curriculum Improvement Commission under the auspices of the State Department of Education. These people included a wide involvement of teachers, supervisors, and administrators.

We want to thank all of those who have participated in this project. The State Department of Education gratefully acknowledges those people who gave of their time so willingly in developing this material.

It is the hope of the committee that this guide will be useful to the teachers and administrators of the state. I know the excellent material contained in this handbook will be of great value to all schools and will strengthen the language arts program.

Leslie Fisher
State Superintendent of Public Instruction

CS 201 407

ACKNOWLEDGMENTS

This supplementary material was developed by the Language Arts Committee of the Oklahoma Curriculum Improvement Commission under the auspices of the Oklahoma State Department of Education.

It would be impossible to mention all of the persons who directly or indirectly assisted in the production of this material. The list of individuals is given in the Language Arts Curriculum Guide.

We wish to extend our sincere appreciation to all those who have helped in the preparation of this booklet.

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TEACHER INFORMATION SHEET NO. 1

I or **Me** Game

Prepare a set of yard long, wool cords of five different colors, for use in designating child to make sentence, by knotting them together at one end.

Provide a set of cords, some pictures for ideas, and *I* or *me* cards for drawing. Picture cards may be any size. Some should have such words as *you, John, Mary, Mother, dog,* or any noun that could be used as a compound with I or me written on them. Other cards should have no words. $3X2\frac{1}{2}$ inches is a good size for the *I* or *me* cards.

The teacher should role-play as leader with one group to show all groups how to play the game.

The leader will hold the knotted end of the cords and ask each of the five in the group to take a cord by the other end. Place the stack of idea pictures face down on the table near the leader. Place the *I* or *me* cards face down within reach of all members of the group. When a students cord is pulled, he or she draws from the *I* or *me* card stack and holds it so others may see it. The leader draws a picture card and holds it so all may see. The student with the *I* or *me* card then makes a sentence using the *I* or *me* which he drew and the idea provided by the picture. Example: *I* card. Picture of three children, seated, looking at a chart on which is a student written story and one, standing, pointing to the illustration. Underneath the picture is the word, John. The child with the *I* card could say, "John and I wrote this story." "This is the story that John and I like." In case a *me* card and the same picture were drawn, the sentences might be, "Bill showed John and me his story." or "The teacher asked John and me to read this story." If the performance is acceptable, the leader records a score for the student.

Some sort of credit may be given according to the scores, if the teacher wishes.

After role-playing instruction, distribute game sets to all groups and move around to observe as they play.

This game may be adapted for other pairs of pronouns by changing the pronoun cards. Different sets of pictures for the other pairs of pronouns, generally, provide more interesting participation.

Is or **Are** Game

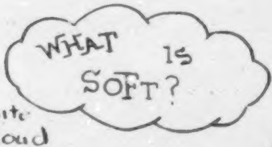
Prepare picture cards approximately $3\frac{1}{2}X3$ inches with one, two, or more persons, animals, or articles. Pictures may be cut from old books, workbooks, or magazines. The students may enjoy making sets of their own.

Group the students by three's. Instruct them to place the cards face down where all can reach them. Each child takes turns drawing a card, showing it to the other two, and making a sentence about it using *is* if only one person, animal, or article is illustrated on the card and *are* if more than one is illustrated.

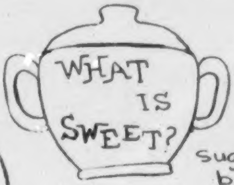
The game may be made more challenging by adding a second set of cards on which such words as *Here, Where,* and *There* are printed. Example: The child draws *a Here* card and an illustration of a fluffy, yellow cat and a black and white dog lying on a green, braided rug. The child might say, "Here are a cat and a dog lying on a rug." or "Here are a fluffy, yellow cat and a little black and white dog lying on a green rug." A peripheral advantage of these games is, if one student who is quite vocal is included in each group, the other two increase their vocabulary use by imitating their peer.

TEACHER INFORMATION SHEET NO. 2

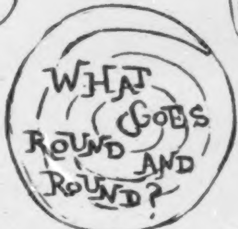
IDEAS FOR SHAPE BOOKS

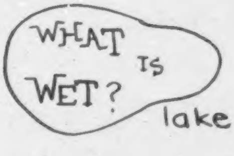

WHAT IS SOFT?

white cloud

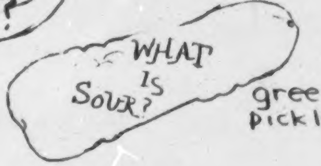

WHAT IS SWEET?

sugar bowl

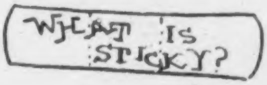

WHAT GOES ROUND AND ROUND?



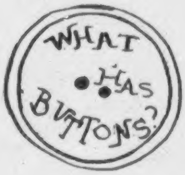
lake

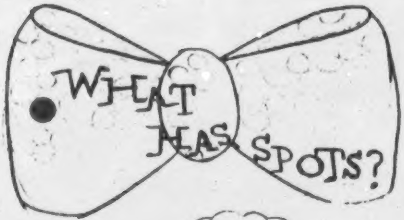

WHAT IS SOUR?

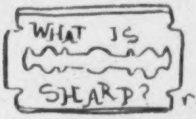
green pickle


WHAT IS STICKY?

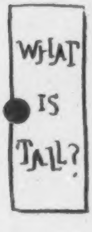
band-aid

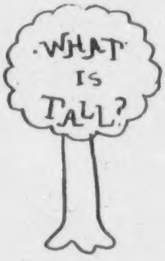

WHAT HAS BUTTONS?

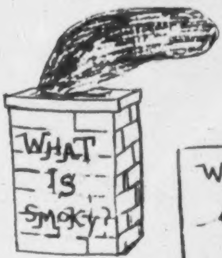

WHAT HAS SPOTS?

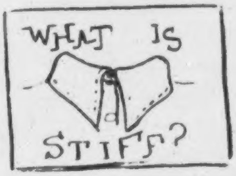

WHAT IS SHARP?

razor blade


WHAT IS TALL?


WHAT IS TALL?


WHAT IS SMOKY?


WHAT IS STIFF?

TEACHER INFORMATION SHEET NO. 3

Activity: Build a Mountain of Words

Twenty-six Letters

Twenty-six cards in half a pack;
Twenty-six weeks in half a year;
Twenty-six letters dressed in black
In all the words you ever will hear.

In 'King,' 'Queen,' 'Ace,' and 'Jack,'
In 'London,' 'lucky,' 'long,' and 'lack,'
'January,' 'April,' 'fortify,' 'fix;'
You'll never find more than twenty-six.

Think of the beautiful things you see
On mountain, riverside, meadow, and tree.
How many their names are, but how small
The twenty-six letters that spell them all.

James Reeves

TEACHER INFORMATION SHEET NO. 4

Idiom Game for Concept Building

Provide tag board cards cut 3 x 5. Students list idioms from reading material or from asking parents, grandparents, and older friends to tell them some. Write the idioms on one set of cards. Make a matching card with an illustration giving a clue to the idiom. For the idiom, barked his head off, the matching card could be a picture of a barking dog with the head cut off and pasted slightly above the body. As sly as a fox matching card could be *sl* with the picture of an eye, then *as a* and the picture of a fox. The pictures may be cut from magazines or reading workbooks already completed.

When enough cards are made, students may play the game in pairs, three's or four's.

Directions for playing: Shuffle cards and place face down. Each player draws five cards. First player then draws a sixth card and looks to see if he has an idiom and illustration to match. If he does, he shows it to the other players and lays the two cards down as a book. He then draws two cards to replace the booked cards. He continues to book and draw until he cannot make a book. Then he discards one card, either an idiom or an illustration, face up.

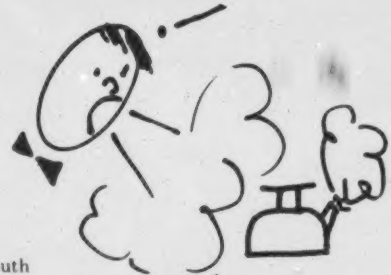
The second player may either draw a card from the face down stack or take the discarded face up card if it will make him a match.

Continue until all cards in face down stack are drawn or a player is able to book all the cards in his hand.

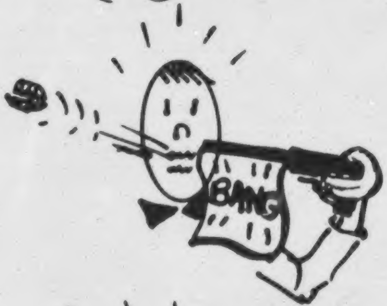
The player with the most books is the winner.

STUDENT INFORMATION SHEET NO. 4

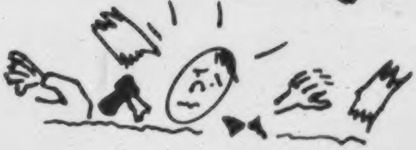
Blow off steam



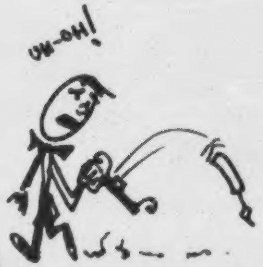
Shooting off his mouth



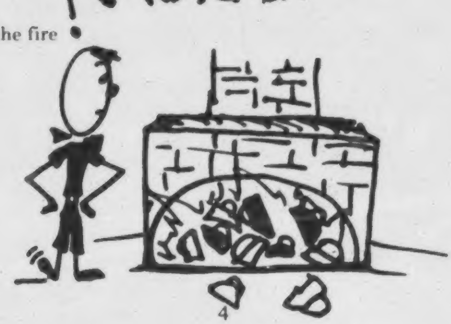
Being flat broke



Can't hold a candle



Too many irons in the fire



TEACHER INFORMATION SHEET NO. 5

Sentences of Contrast

Nothing is great or small other than by comparison. Professional writers know that to make a building tall you put a shorter one beside it, or to make the snow whiter you put something dark in the snow, or to make something hotter you mention "cool, clear water."

Examples: (Written by sixth grade students.)
The black spider was crawling up the white marble leg.
The stars are white twinkling specks in the black darkness of space.
The cool black mud oozed through her pink sunburned toes.

Figures of Speech

Figures of speech are employed by good writers as a means of communicating a particular emotion, or picture, or meaning to the reader. Comparisons using *like* or *as* are comparatively easy and usually interesting.

Examples: (Written by sixth grade students.)
The tiny, dull planet exploded to make the endless universe light up with a red-orange light, just like a huge flashbulb.
The wet, cold cement felt like mud.
The sailboat hit a wave and looked like an airplane as it jumped into the air.

Alliteration

Alliteration means that we repeat the same sound throughout a sentence in order to gain effectiveness and interest. This repetition of a sound invariably proves both ear-catching and eye-catching to a reader and causes him to experience the emotion which the writer desires him to experience. In Edgar Allan Poe's, "sad uncertain rustling of the silken curtains," he illustrated how a master writer uses a repetition of a sound to gain the desired effect.

Examples: (Written by sixth grade students.)
Connie calmly kissed the cranium of her college boy as he quietly forgot his cares.
Sally sat staring silently at her soup.
Tim's tiny Teddy bear slept all night.

Identification

Readers are able to understand and enjoy written composition if they are able to say, "Yes, I know just what you mean. I've had that same feeling, (or) I've been in that same situation myself." This is another professional writing device which students can use to write more proficiently.

Examples: (Written by sixth grade students.)
A storm was coming, and the window was stuck.
The burnt toast smelled terrible.
As soon as she walked into the classroom, she remembered that she had left her books at home.

Hey You's!

Today's writers of advertisements, television scripts, magazine articles, and many other types of writing attempt to force the reader to become immediately interested by showing him an unusual opening sentence. Students may like to call these *Hey You's!*

Examples: (Written by sixth grade students.)
With five minutes until freedom, he turned around and looked straight into the muzzle of a gun!
"Hang on, Jim, we're going into a meteor storm!" yelled Tom.
There it was, just sliding down the hill.

Rhythm

People have always enjoyed rhythm. They like a good beat. Sometimes they pat their feet to music; sometimes they whistle in tune with some sound or movement. A jungle man likes his drum. The Indian used his tom-tom. Music would not be music without rhythm.

Good writers know this, so they often use rhythmic sentences to appeal to the reader . . . the reader usually falls for the device, oftentimes not even realizing why he enjoys a particular sentence.

Examples: (Written by sixth grade students.)
The girl ran as fast as she could around the corner, down the steps, and into the yard.
He picked up the food capsules, took them to the spacecraft, and dropped them all over the floor.
Come with me and sing with me and dance with me tonight.

TEACHER INFORMATION SHEET NO. 6

The haiku is a Japanese poetic form which emerged in the 13th century. It has no rhyme and no metrical pattern. It suggests rather than gives in detail a particular event which arouses the poet's emotion. The event is presented as happening now, not in the past so the reader has a sense of experiencing the poet's emotion now.

The haiku consists of three lines of seventeen syllables in this controlled form:

Line 1 — 5 syllables
Line 2 — 7 syllables
Line 3 — 5 syllables

How / far / has / he / gone?
1 2 3 4 5

My / hun / ter / of / drag / on / flies?
1 2 3 4 5 6 7

What / does / he / chase / now?
1 2 3 4 5

—Chivo

Newborn butterfly,
Balancing on daffodil,
Testing new space suit.

Brown mimosa's seed
Where blossoms once invited
Hummingbirds to feed.
—Freeman

The tanka is a five line Japanese poem following this form:

Line 1 — 5 syllables
Line 2 — 7 syllables
Line 3 — 5 syllables
Line 4 — 7 syllables
Line 5 — 7 syllables

The sijo is a Korean poem form of six lines with six to eight syllables per line.

The cinquain and the diamante are American controlled form poems.

In the cinquain, the emphasis on the thought to be expressed may follow either of two patterns:

Line 1 — 2 syllables	Line 1 — one word (the title)
Line 2 — 4 syllables	Line 2 — two words (describing)
Line 3 — 6 syllables	Line 3 — three words (an action)
Line 4 — 8 syllables	Line 4 — four words (a feeling)
Line 5 — 2 syllables	Line 5 — one word (referring to title)

Pattern one:
Pink eyes
Lovingly gaze
At fresh, crisp lettuce leaves
Lying on garbage strewn cage floor.
Rabbit.

Pattern two:
Music,
Youths' questions
Rocking and rolling,
Beautiful, loud, vibrant, warm.
Expression

The diamante is a seven line poem which forms a diamond:

Line 1 — one word (subject noun)
Line 2 — two words (adjectives)
Line 3 — three words (participles, all *ing* or all *ed*)
Line 4 — four words (nouns, first two sound related to first line, second two to last line)
Line 5 — three words (participles, referring to last line noun)
Line 6 — two words (adjectives for last noun)
Line 7 — one word (noun, opposite of first line noun)

Hawk
Strong, vicious
Soaring, swooping, preying
War, destitution, healing, peace
Balancing, rising, circling
Gentle, kind
Dove

TEACHER INFORMATION SHEET NO. 7

TYPES OF QUESTIONING	ACTION DESIRED	KEY WORDS	ANSWER
Cognitive Memory	Recall	Who . . . What . . . Where . . . When . . .	One answer
Convergent	Analysis and integration (problem solving and reasoning)	How . . . Why . . . Describe . . . Show . . .	Many answers
Divergent	Creative and imaginative thinking	What if . . . Suppose . . . In what way . . . Is there another way . . .	All answers
Evaluative	Judgment, value and choice	*You* How did you feel . . Which would you choose . . . What would you do . How do you think . .	All answers

TEACHER INFORMATION SHEET NO. 8

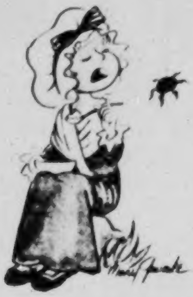
(MAKE A DEPOSIT EACH DAY IN YOUR WORD ACCOUNT)

Suggestions for teacher to use when helping students develop a plan for vocabulary development:

1. I WILL BECOME WORD CONSCIOUS. I will look and listen for words I may wish to make my own. When I find one, I will learn all I can about it, use it three times the first day, and add it to my word account.
2. I WILL FORM THE DICTIONARY HABIT. I will put my dictionary to work to help me pronounce my new words, to help me be sure of the meaning or meanings of the words, to give me information about the origin, the synonyms, and the antonyms, and to tell me the parts of speech of my new words.
3. I WILL COLLECT WORDS. I will add at least one word each day to my word account. I will choose words I may need in my future career, in my other classes, and in English, of course, for my new words. I will keep a list of my words for ready reference by putting each one on an index card, writing any information I wish to make my own on the card, and filing it in my index box.
4. I WILL LEARN PREFIXES, ROOTS, AND SUFFIXES. When I know the separate elements of words, it is easier to understand the whole word. Learning one root word will give the key to all words in that word family. The root word, scrib, meaning to write, leads one to scribe, scribble, describe, inscribe, transcribe, script, and scripture.
5. I WILL LEARN SYNONYMS. Synonyms are words with similar meanings. Learning synonyms increases a vocabulary rapidly.
6. I WILL LEARN ANTONYMS. Antonyms are words with opposite meanings. They may be easily added with each new word on my account list.
7. I WILL PUT MY NEW WORDS TO WORK. To make my new words valuable, I must use them myself. My real vocabulary test is how will I use my words, and I can learn to use them only by practice, so, I will practice, practice, and practice.

TEACHER INFORMATION SHEET NO. 9

Cartoon used:



Student caption:

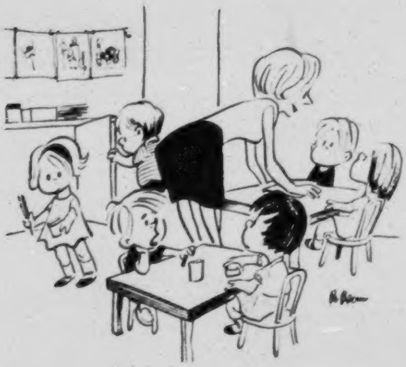
Do you want me to go for my DDT?

I'll have you know I am the original Women's Liberationer, *Mr.* Spider.

Original caption:

"That's Ms. Muffet to you!"

Cartoon used:



Student caption:

Watch that woman! Yesterday, she drowned my pet ant in this very cup.

How come that teacher missed *me*?

I'm sick of being a table learner!

Original caption:

"I'd draw up a list of demands if I knew how to spell."

STUDENT INFORMATION SHEET NO. 10

KNOW YOURSELF

Directions: Read these two poems then discuss and contrast self-concepts presented in them.

I'M NOBODY
by
Emily Dickinson

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us — don't tell!
They'd banish us, you know.

How dreary to be somebody!
How public like a frog
To tell your name the livelong day
To an admiring bog!

INVICTUS
by
William Ernest Henley

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud;
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the horror of the shade,
And yet the menace of the years
Finds, and shall find me, unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

STUDENT INFORMATION SHEET NO. 11

KNOW YOURSELF

1. One big goal that I really want to accomplish is:

2. Here is how I am going to make progress toward this goal:

3. My deadline to turn this plan into reality is:

4. Here are abilities and skills that I have that will help me achieve this goal:

5. I have detailed knowledge of the following subjects that will help me reach my goal:

6. Here are areas where I need more information, help, skills, and knowledge:

7. Here are places and people I can go to get help, to gain knowledge and information, and to master the skills I need:

8. Here is the first step I am going to take (this week):

9. My next three main steps will be:

   a.

   b.

   c.

10. My deadline for completing these three steps is:

STUDENT INFORMATION SHEET NO. 12

After you have written down the goal which you feel you would like to achieve, consider the following:

Some people set goals which are lower than those they could achieve.

Some people set goals which are too high for their abilities.

Some people set goals which do not fit their strong points.

Some people set goals which are right for them, but they do not know how to achieve these goals.

In the experiences that are to follow, you will see how the information you have about yourself and the world about you can influence the goals which you set and also your knowledge of how to achieve them.

STUDENT INFORMATION SHEET NO. 13

KNOW YOURSELF

LOOKING AT MY GRADES

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades you received last were in what?

2. What do these grades tell you about how hard you tried in these classes?

3. In which subject did you work the hardest?

4. What do your grades tell you about your ability to memorize things?

5. How did your grades measure your study habits?

6. How did your reading skill affect your grades?

7. In which subjects do you usually get the highest grades?

8. In which subjects do you get the lowest grades?

9. In which subjects do you have the highest interest?

STUDENT INFORMATION SHEET NO. 14

KNOW YOURSELF

Place an "X" in the column which best describes yourself.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Open-minded				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Unreasonable				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Demanding				

STUDENT INFORMATION SHEET NO. 15

KNOW YOURSELF

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you like the best and some you like least.

1. In school
   a. Subjects I like best:

   b. Subjects I like least:

2. Outside of school

3. Things I will do when I can do as I choose

4. Some things I have never done but would like to do

5. Some jobs I have held, either for pay or just because I liked the work

   a. Things I like about these jobs:

   b. Things I dislike about these jobs:

6. My hobbies

STUDENT INFORMATION SHEET NO. 16

KNOW YOURSELF

SOMETHING IMPORTANT YOU HAVE LEARNED ABOUT YOURSELF

The purpose of this assignment sheet is to help you review what you have learned about yourself.

1. Think about the assignment sheets you have completed and list ten important things you have learned about yourself.

a.
b.
c.
d.
e.

f.
g.
h.
i.
j.

2. List any changes in your attitudes during your work on this unit.

a.
b.
c.

d.
e.
f.

3. List ways your self-concept has improved.

a.
b.
c.

4. Write a few sentences explaining goals you have. Begin one sentence with "My goals for this year are—" and one sentence with "My goals for the future are—" Look back to your completed assignment sheets for ideas.

STUDENT INFORMATION SHEET NO. 17

KNOW YOURSELF
UNIT I

SELF-ANALYSIS GAME
USING THE LETTERS IN YOUR NAME

1. Using each letter of your name, write a word which might describe you.

   EXAMPLE:

P - Patient
A - Angry
T - Trying
R - Radiant
I - Interested
C - Cautious
I - Imaginative
A - Active

2. Using each letter of your name, try to write a sentence describing what you know about yourself.

EXAMPLE:

P - Patience is something to strive toward.
A - Anger tugs continuously at my sleeve.
T - Trying to know myself may pay off.
R - Radiant smiles reach out to my friends.
I - Interest in knowing myself is increasing.
C - Can I change my attitudes?
I - I am basically honest.
A - Attitudes control my actions.

3. If you want to make a display poster of this assignment, pictures cut from magazines may be used as illustrations.

STUDENT INFORMATION SHEET NO. 18

KNOW YOURSELF

EVALUATION

Write a summary of your personal characteristics, interests, abilities, and background as you see them after completing Assignment Sheets No. 1 through No. 7.

How will these influence the achievement of your goals?

STUDENT INFORMATION SHEET NO. 19

KNOW YOURSELF

LIFE IN THE ROUND

Make a "Life in the Round" display using Information Sheet No. 15

EXAMPLE:

Life In The Round

Mark McCormack

Hobbies

Model Cars
Hunting
Fishing
Trick Riding
Working on Cars

Photographs

Interests

Mechanics
Trick Skiing
Church
Cars

A sentence I live by:
"One good deed deserves another."

TEACHER INFORMATION SHEET NO. 20

HOW WORDS CHANGE THEIR MEANINGS AND CONTEXT*

Information sheet for teacher

Sample words which have changed meanings:

NICE: 1650-foolish and stupid

1963-*obs.* wanton, dissolute; coy, reticent
showing fastidious or finicky tastes; refined; scrupulous
marked by or demanding delicate discrimination or treatment
obs. trivial
pleasing, agreeable (nice time)
most inappropriate: bad (a nice one to talk)
socially acceptable: well-bred (offensive to nice people) virtuous, respectable (nice girl)

GIG: Middle English — something that whirls
1651-to throw out (a smaller gig), which apparently referred to the whipping-top of a particular construction that does this
1693-to move to and fro
1722-a kind of fish-spear
1777-an oddity; in dialect, a fool
1777-fun, glee
1780-a flighty, giddy girl
1789-to raise the nap of cloth with a gig
1790-a light, narrow, clinker-built ship's boat
1791-a light two-wheeled, one-horse carriage
1807-to travel in a gig
1816-to fish, also to spear a fish with a gig
1821-a joke
1865-a form of a ship's boat used for racing purposes
1875-to move backward and forward
1881-a wooden box, with two compartments, one above the other, used by miners in ascending and descending a pit-shaft
1963-an official report of a minor infraction of regulations, as in school or the army; a demerit; also a punishment for a minor infraction of rules

Words change meanings in four ways: They become:

more specialized (girl) (undertaker) (meat)
more generalized in application (butcher) (thing, business, concern, etc.)
more elevated (knight) (bard) (enthusiasm) (marshal) (minister) (governor)
more degraded (lust) (wanton) (lewd) (immoral) (vice) (hussy) (wench) (knave)

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*Jenkinson, Edward B., "*What is Language?*" pp. 68-92. Indiana Univ. Press, Bloomington, Indiana, 1967.

Example: Go has been elevated, degraded, generalized, and specialized from its original meaning of movement.

Exercise: Have students think of as many meanings as they can of 'pad'. Then give their definitions of 'pad' in the following sentences.

1. 1608 "There are three kinds of frog; the first is the little green frog; the second is this 'pad' having a crook back; and the third is the toad."
2. 1647 "The equal 'pad' of justice now alas! is seldom trad."
3. 1706 "Do we know of any other gentlemen of the 'pad' on this road?"
4. 1706 "Her husband was on the 'pad' in the country as London was too hot for him."
5. 1719 "They lay upon goatskins laid over 'pads' they made for themselves."
6. 1792 "Tis better ridin' upon a 'pad' than upon a horse's bare back."
7. 1827 "But, sir, we must be 'padded', we are all too thin to look well."
8. 1831 "His constant practice of 'padding' out a sentence with useless epithets. . ."
9. 1850 "Surgeons have a brass tourniquet with a bandage and a 'pad'; the action of the 'pad' is to press specially upon the artery."
10. 1865 "A pen, a box of wafers, and a writin' 'pad'."
11. 1878 "Prick the congested finger 'pad' with a clean needle."
12. 1889 "Of special interest is the elastic like 'pad' beneath the foot of the dromedary."
13. 1890 "There came the soft 'pad-pad' of camels."
14. 1882 "Many an honest man is forced to 'pad' the road in search of work."
15. 1883 "We 'padded' barefoot to school."
16. 1965 "The Titan II rises straight from its launching 'pad' . . ."
17. 1965 "This is my 'pad'. What's so queer about it? I like it."
18. "Sure, I 'pad' my expense account. Don't tell me the boss doesn't expect it."

Answers:

1. a kind of humped-back frog or toad
2. a path, road, track
3. same
4. same
5. a cushion, especially one made of straw
6. something soft to protect from jarring, friction, etc.
7. to stuff or fill out
8. to fill out or expand
9. something soft to protect from jarring, friction, etc.
10. a number of sheets of writing paper fastened together at an edge with glue to form a black like shape
11. cushion-like part of animal or human anatomy
12. same
13. soft sound made by walking (especially barefoot)
14. to walk on foot
15. same
16. a platform to form a working base, especially for missiles
17. an abode, apartment (slang)
18. to add false figures to data for reimbursement in cash on a business account.

TEACHER INFORMATION SHEET NO. 21

For Your Convenience . . .

Write your own "WANT-AD"

and mail it in to us (enclose check or money order).

MINIMUM AD IS 3 LINES

Write your complete Post and Courier classified ad beLow. Put only one word in each space. (Initials, abbreviations and groups of numbers count as one word.) Put your address or phone number in the ad below. The cost of your ad for the number of days wanted is at the end of the line on which the last word is written.

These rates are Non-Commissionable

START AD HERE ◆						These rates are for "CONSECUTIVE" days'			
						Cost 1 Day	Cost 3 Days	Cost 7 Days	Cost 10 Days
3 lines						◆ $1.62	$4.05	$8.50	$10.80
4 lines						◆ $2.16	$5.40	$11.34	$14.40
5 lines						◆ $2.70	$6.75	$14.17	$18.00
6 lines						◆ $3.24	$8.10	$17.01	$21.60

The above ad is to appear for ________ consecutive days, beginning on ________ (Please allow 2 days for delivery by mail.)
DEADLINE for SUNDAY publication is FRIDAY!
TYPE OF WANT AD: ________

Order for 10 days and SAVE
Cancel when results are obtained. Charge will be made only for insertions completed. If refund is due it will be mailed. All start and stop orders effective in The News & Courier.

Your Name ________ Phone ________
Address ________
City ________
State ________ Zip # ________
(available to Individuals, Business and Industry in S.C., N.C., and Ga.)

STUDENT INFORMATION SHEET NO. 22

Information Sheet To Be Reproduced for Student if Needed

Propaganda terms and definitions

A. bandwagon	Everyone else is doing it, why don't you?
B. endorsement or testimonial	statement by a well-known person to persuade others to act or do a certain way
C. name-calling	not using rational arguments, but smear words and mud-slinging
D. glittering generalities	basing conclusions on inadequate evidence
E. transfer	using action by well-known personality or a highly desirable image of action to impress an idea on others
F. slogan	a simple, catchy, easily remembered statement
G. loaded words	words loaded with favorable or unfavorable emotional connotations
H. plain folks	identifying with such personalities as Will Rogers, Senator Robert S. Kerr, Abraham Lincoln or with the audience to which the propaganda is beamed

TEACHER INFORMATION SHEET NO. 23

Suggestions for Preliminary Testing
from
National Assessment of Educational Progress

Most of us look up to some famous person as a representative of the thing we believe in or as the kind of person we would like to be. This person may come from any part of our society. For instance, we might admire Winston Churchill or Martin Luther King, Walter Schirra or Mickey Mantle, Florence Nightingale or Barbra Streisand. No matter where this person comes from or what kind of work he or she does, however, we can recognize such traits of greatness as determination, physical courage, the ability to inspire others, and faithfulness to some worthy cause.

Think about a famous person whom you admire. Select a particularly admirable characteristic or quality of that person — such as Mickey Mantle's courage in the face of crippling physical handicaps or Florence Nightingale's determination to fight against strong government pressure. Write an essay of about 200-250 words describing this characteristic or quality. Be sure to provide an illustration of it from the person's life. Try to show that the person is great at least partly because of this characteristic or quality.

You may have thirty minutes to compose and write your essay.

TEACHER INFORMATION SHEET NO. 24

Sample directives and example sentences to be given orally by the teacher to the students according to their level of writing skills.

Write a simple sentence using
  subject-verb order with word modifiers — The tall boy walked slowly.
  verb-subject order with word modifiers — Where is the playful puppy?
  subject-verb-object order with word modifiers — The little old lady quickly snatched the shiny coin.
  subject-verb-subjective complement with word modifiers — That beautiful child is my baby sister.
  an adverb as the beginning word — Hurriedly, the wolf crossed the road.
  a prepositional phrase modifying the verb and placed after the verb — All the students ran into the classroom.
  a prepositional phrase modifying the verb and placed at the beginning of the sentence — Into the street, the boys rushed.
  a prepositional phrase modifying the subject — Two of the robbers ran away.
  a prepositional phrase modifying the direct object — The boys enjoyed the film about the wild dogs of Africa.
  a participial phrase modifying a noun and placed after the noun — The dogs running after the prey were intent on the hunt.
  a participial phrase modifying a noun and placed before the noun — Running after the prey, the dogs were intent on the hunt.
  a gerund phrase as the subject — Studying English can be difficult and interesting.
  a gerund phrase following the verb — The children enjoyed eating the luscious German chocolate cake.
  an infinitive phrase used as a noun — To cry like a baby is useless. He wanted to cry like a baby.

Using any of the above elements write sentences with
  two-level word coordination — John and Mary hurried to school. We ate and drank to our hearts content.
  two-level phrase coordination — The boy ran into the house and down the hall. Running into the house and screaming at the top of his lungs, the boy frightened his parents.

Write a compound sentence with two-level clause coordination. Use either the coordinate conjunctions (and, but, or, and for) or the conjunctive adverbs (also, besides, however, therefore, nevertheless, hence, then, too, so, further, moreover, indeed, still, thus, otherwise, consequently, and accordingly). — Jim looked for his literature book, but he did not find it. His teacher was not happy to see him without his book; however, she admitted him to class anyway.

Write a complex sentence with two-level clause subordination. Use one of the relative pronouns (who, whom, whose, which, that) or one of the subordinate conjunctions.

Write a descriptive paragraph. (Provide samples from one of the textbooks being used by the students.)

Write a narrative paragraph. (Same as above)

Write a paragraph using both description and narrative. (Same as above)

Write a three paragraph theme. (Same as above)

INFORMATION SHEET FOR STUDENT NO 25

Information Sheets to be Reproduced for Student

Elements of a Short Story

Plot is the plan used by the writer to move the action so that the events fall into place, the characters become involved, the struggle begins, uncertainty or suspense builds to a climax and the ending is reached.

Climax is the breaking point in a story — the point where something must happen to end the conflict or solve the problem.

Tone is the mood the writer establishes with his audience. Tone may be formal, informal, intimate, solemn, ironic, sarcastic, humorous, playful, mysterious, warmhearted, cheerful, gay, etc.

Conflict is the struggle between two forces. Conflict may be man against man, man against animal, man against nature, man against society, or man in conflict with himself.

Point of View is the method used by the author to present the action of a short story. Two means of establishing a point of view are (1) a "know-it-all" narrator who is not restricted to time, place or character, and who is free to move and comment at will, and (2) the restricted narrator who is a character within the story and who tells the story as he experiences, sees, hears, and understands it. The restricted character may tell the story as first or third person.

Setting is the background for the story. It is provided through (1) the geographical location, (2) the characters habitual manner of living and occupation, (3) the time or period of history, (4) the characters' environment.

Motivation is the force that moves the character to act as he does. An analysis of a character which reveals his actions and attitudes generally leads the reader to a fuller understanding of human motivation in general.

Characterization is established through several different methods. The presentation of a character may be made by what he says, what he does, what he thinks, what the author says about him, what other characters say or think about him and how he interacts with the others.

Comin' After Jinny

He'll be comin' down the road at the break of day.
His hat thrown back and his gun tied low.
He's comin' after Jinny. Wants to take her away,
But I ain't gonna let her go.

He boasted in town that she loved him.
He said she'd be his with the sun
He said any man tried to stop him,
Would be just one more notch on his gun.

They say that he's head strong and handsome.
His hair's blowin wild and free.
And they got a whole lot in common,
Cause he's a whole lot younger than me.

He hadn't had much education,
He hadn't worked a day in his life.
And he's livin' with some old woman,
And they say that she's another man's wife.

She wants him, needs him and loves him.
She buys him his clothes and his meals.
But when she finds he's gone she'll be praying,
And, Lord, I know just how she feels.

The sun's at his back and he's comin'
With a smile a-curlin' his lips.
And his right hand is slowly descending,
To the six-gun that rests on his hip.

(Stop record here on first playing.)

And then his lower lip started trembling,
And he started to cry as he looked up at me.
And I picked him up and I said,
"Son, you're only four years old,
And you know that Jinny's only three."

"So come on in the house
And have some cookies and milk."
And he did,
And the tears turned to smiles.

And I called up his mamma,
And drove him on home.
And Jinny's safe,
At least, for a little while.

Sung by John Laws
1972 Daybreak Records, Inc.

Questions for group discussions.

1. Trace the development of the plot. Discuss climax and surprise ending.
2. When is the climax?
3. Give steps used in building up suspense.
4. How does the author convey tone to the listener?
5. How does the tone contribute to the surprise ending?
6. How does the tone change with the ending?
7. What type of conflict is used in "Comin' After Jinny"?
8. From what point of view is "Comin' After Jinny" told?
9. Why does this point of view lend itself well to the telling of the story?
10. How is the setting created without any background description?
11. Why is it easy in this particular selection to create the setting without any background description?
12. Why is the setting important to the humor of this tale?
13. How is motivation built up in "Comin' After Jinny"?
14. How does the listener's past experience help build an understanding of the motivation?
15. How does John Laws present the characters in his tale?
16. Who are the characters?
17. What do you know about each character?
18. How is the listener lead to visualize the character referred to as "he" and how is his character conception reversed so suddenly?
19. Looking back, review how each technique, setting, tone, conflict, characterization, point of view, was used to build for suspense.
20. What is the narrator's relationship to Jinny?
21. What is the deeper meaning of the last two lines of the tale?

STUDENT INFORMATION SHEET NO. 26

Guidelines for Informal Talks

A. Choose a subject that you are, or can become, knowledgeable about and you are reasonably sure will appeal to your audience.

B. Prepare your talk, organizing it as follows: Begin with an interest arousing statement, lead logically from one point to the next, close with a comprehensive summarizing statement or with a statement emphasizing the main point of your talk.

C. Practice the talk, using a well prepared outline, but do not use the outline as a crutch.

D. Present the talk, being sure that you have the audience's attention. Speak clearly and forcefully, giving particular attention to timing and voice control. Use "eye" communication, looking first at one person and then another in the audience. Show enthusiasm for the subject. Use acceptable language for the occasion. Explain through contextual arrangement those technical terms which the audience might not know. Use gestures, drawings, models, or "the real thing" if appropriate.

E. Invite a few questions from the audience after closing your talk.

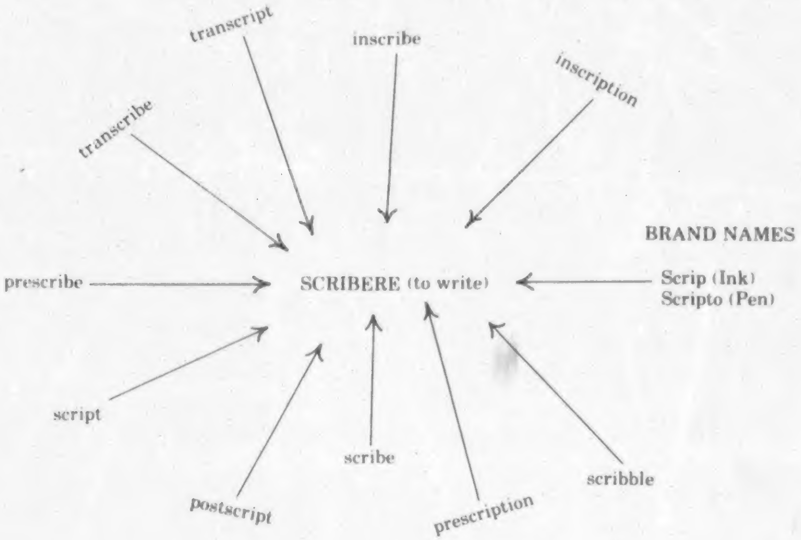
Categories for Informal Talks

A. Informative	The audience is to be informed about a topic, situation, or event.
B. Persuasive	The audience is to be persuaded to hold the same opinion as the speaker.
C. Anecdotal	The speaker's intent is to amuse his audience.
D. Convincing	The audience is expected to accept the arguments advanced by the speaker.
E. Entertaining	The audience is expected to be entertained by the telling of an incident.

STUDENT INFORMATION SHEET NO. 27

Eighteen Verbs from Either Greek or Latin To Be Used in Vocabulary Development

Verb	Meaning	Some variations
1. scribere	to write	scrip, script, scrib, scribe
2. ponere	to put or place	pon, pone, pos, pose
3. capere	to take or seize	cap, ceive, cep, cept
4. tenere	to have or hold	ten, tent, tain
5. ambulare	to walk	amb, ambul
6. audire	to hear	audi, audio
7. graphein	to write	gram, graph
8. tendere	to stretch	tend, tens, tent
9. currere	to run	cur, cours
10. caedere	to kill	cidal, cide
11. ducere	to lead	duc, duct,
12. facere	to do or make	fac, fact, fic, fec, fea
13. dramein	to run	drom, drome
14. mittere	to send	mit, mitti
15. ferre	to carry	fer
16. stare	to stand	sta, stanc, stant
17. specere	to see	spect, specu
18. plicare	to fold	pli, plic, ply,


transcript
inscribe
inscription
transcribe
BRAND NAMES
prescribe
SCRIBERE (to write)
Scrip (Ink)
Scripto (Pen)
script
scribe
scribble
postscript
prescription

Sample for making displays

STUDENT INFORMATION SHEET NO. 28

Suggestions for Projects

Portraits of Ruth, Naomi, and Boaz in any medium
A map tracing Ruth's journey
Costumes of the period: dressed dolls, actual dress, or sketches
A medley of songs appropriate to love story of Ruth composed and performed by students
Taping of medley of love songs commercially produced to accompany slides produced and performed by students depicting a modern Ruth and Boaz
A scrapbook of mother-in-law jokes and cartoons with explanations of suitability to Naomi
A collage with theme of love/loyalty/brotherhood
A model of Bethlehem in clay, cardboard, sugar cubes, etc.
A diary written by Ruth or Naomi about travels and events
A series of love letters from Ruth and Boaz to each other
A shadow box of a favorite scene from the story
A puppet play dramatizing scene
A written "society editor" account of the wedding of Ruth and Boaz; an announcement of the birth of their son

STUDENT INFORMATION SHEET NO. 29

PEOPLE TOUCH

by Alan Caruba

People touch
Because they must.

It has something to do
With the failure of words.

Something to do
With the primacy of flesh,
The superiority of a look
Or the way hands reach
Across space to test
The sheer reality
Of the other
Person.

COMMENTARY: PEOPLE TOUCH (from Alan Caruba to each *person* who reads his poem)

Every poem in this book started with a single phrase, an idea on which the rest of the poem, no matter how long or short, was built.

Except for the opening phrase, I never have any idea what the poem is going to say, so the writing of a poem is an exciting adventure. What I try to do is to be *ready* for the idea and, when it comes, to act immediately.

"People Touch" is such an obvious fact of life that it would be easy to ignore it. But, as a poet, I found myself asking *why* do people touch, hold hands, kiss? Ah, now we're onto something, aren't we?

And look . . . it appears that "it has something to do with the failure of words." How much more a single kiss can say!

After you have read the poem, look at its shape . . . does it seem to you that it suggests *a reaching out?* And is there a reason why the poem begins with the word "people" and ends with the word "person"? This is the conscious work of the poet to influence you with more than just the words of the poem, but rather with the selection of *each* word, its position on the page and how it fits into the total poem.

Now we have learned something about poetry.

Lifted from PEOPLE TOUCH and other poems that say what you feel, Alan Caruba, A Pocket Book edition, 78186

STUDENT INFORMATION SHEET NO. 30

MYTHOLOGY

All notebooks should contain:

1. Recordings of information gained during study which student deems worthy for future reference.
2. Advertisements — paste in, label, and underline mythical symbol or words, and note under illustration why the name or symbol is appropriate.
3. Cartoons or jokes based on mythology — paste in and write explanatory note.
4. Word list of mythical derivatives — at least 100 words. Example: Mars: god of war. Martial: warlike, having to do with the military.
5. Place names — Athens, Texas; Athens, Georgia; Paris, France; Paris, Texas.
6. Everyday expressions — By Jove.
7. References — literature, music, art, science, drama.
8. Reports of research done.

Extra credit notebooks should include:

1. Maps of the mythological world.
2. Pictures of gods, goddesses, and mythical characters.
3. Geneological charts.
4. Reports giving extra information about characters or events dealt with in class.
5. Crossword puzzles using mythical references.
6. Poems about mythical subjects written by the student.
7. Myths written by the student.

TEACHER INFORMATION SHEET NO. 31

Suggested bibliography for American frontiers study

EARLY SETTLERS IN THE EAST

"The Leader of the People"
John Steinbeck
"Western Star"
Stephen Vincent Benet
"They Knew They Were Pilgrims"
William Bradford
"Massacre"
Mary Rowlandson
"The Attack"
Elizabeth Coatsworth
"Captain John Smith Among the Indians"
John Smith

"Virginia Gentleman"
William Byrd
"Meditation Six"
Edward Taylor
"Crawling Cat"
Jim Kjelgaard
"Crossing the Allegheny Mountains"
Fearson
"Beyond the Appalachians" and
"The Customs and Culture of the
Early Frontier"
from *The Westward Movement*

The Crucible
Arthur Miller

THE WESTWARD MOVEMENT

Present the three lures of the Westward Movement: gold, grazing land, and farm land.

"The Smart Ones Got Through"
George Stewart
"All Gold Canyon"
Jack London
"Early Marriage"
Conrad Richter
"Grasshoppers"
Rose Wilder Lane
"The Fitness of Sean O'Fallon"
Norman Fox
"Trail Man's Bluff"
Will C. Brown
"Honey on the Border"
MacKinley Kantor
"Oklahoma Land Run"
Edna Ferber
"The Wild, Wild West"
Peter Lyons

Selections from the following novels:

A Frontier Lady
Sarah Royce
The Oregon Trail
Francis Parkman
Two Years Before the Mast
Richard Dana
Roughing It
Mark Twain
Cimmaron
Edna Ferber
Bury My Heart at Wounded Knee
Dee Brown

FRONTIERS OF THIS CENTURY

Frontiers no longer existed as a physical fact in the United States (the 48) after 1890. Other frontiers have existed and will exist in the future. These selections may be used to direct student attention on new frontiers of this century.

Crusoe of Lonesome Lake
Leland Stone
"The West Is Our Great Adventure of the Spirit"
A. B. Guthrie, Jr.
"Henry Ford"
Allan Nevins

"Tomorrow and Tomorrow and Tomorrow"
Kurt Vonnegut, Jr.
Looking Backward
Edward Bellamy
Fahrenheit 451
Ray Bradbury

ARE YOU HAVING TO WRITE OBJECTIVES?

The following word list is presented as an aid in writing learning objectives in the cognitive domain:

name
(synonyms)
label
list
letter
record
reiterate
repeat
write

distinguish
(synonyms)
discriminate
differentiate

describe
(synonyms)
define
discuss
interpret
read
recite
tell how
tell what happens when

order
(synonyms)
arrange
sequence
list in order
classify

construct
(synonyms)
draw
make
build
design
formulate
reproduce
transcribe
convert
put together
compile

state a rule

apply a rule

(synonyms)
solve
calculate

identify
(synonyms)
select
mark
match
choose
judge

demonstrate
(synonyms)
show your work
show procedure
perform an experiment
perform the steps
operate
remove
replace
turn off/on
(dis) assemble
(dis) connect

Taken from material used at state-wide instructional conference on behavioral objective, sponsored by Oklahoma Education Association and Oklahoma State Department of Vocational and Technical Education.

The following word list is presented as an aid in writing learning objectives in the affective domain:

accepts
acts
aids
answers
argues
asks
attempts
attends
brings
builds
buys
challenges
chooses
collects
completes
consults
contributes
convinces
cooperates

corrects
creates
criticizes
defends
demonstrates
develops (a hobby)
disputes
emulates
enrolls
explores
expresses (views)
goes out of his way
helps
imitates
initiates
investigates
joins
judges
keeps

leads
listens
meets
obeys
offers
organizes
participates
perseveres
persists
plays
points (out)
praises
presents
proposes
purchases
questions
reacts
recommends
rejects

requests
responds
salvages
searches
seeks
shares
stimulates
studies
submits
subscribes
talks (about)
tells
tries
visits
volunteers
votes (for)
waits
wears
writes

Taken from the "Report on the Evaluation Workshop-Affective Domain," Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois.

Goals For Language Behavior

A. Through listening the individual

- —follows directions
- —gathers information and summarizes
- —enjoys poetry, stories, music, drama, and other oral expressions
- —creates his own music and literature
- —reacts to sounds in his environment
- —reacts to ideas and situations
- —distinguishes between relevant and irrelevant ideas
- —detects different levels of language
- —demonstrates appropriate usage of words
- —demonstrates awareness of levels of listening (1) attentive listening, (2) appreciative listening, (3) analytical listening, and (4) marginal listening
- —makes associations for recalling information

B. Through speaking the individual

- —communicates his ideas in a concise, definite manner
- —participates in critical evaluation
- —clarifies ideas through discussion
- —uses words responsibly
- —identifies himself with characters in plays
- —organizes ideas in proper sequence
- —employs progressive development of language usage (depending on situation)
- —converses in an enthusiastic, interesting, and courteous manner
- —demonstrates ability to think creatively in planning skits, plays, and dramatizations
- —demonstrates a sense of pride in clear enunciation and correct pronunciation
- —demonstrates ability to read aloud effectively by using proper phrasing and breath control
- —portrays through oral reading the mood and purposes of the author
- —defends his own point of view
- —recognizes social amenities and learns parliamentary procedure

C. Through reading the individual

- —searches for information and ideas
- —draws inferences
- —finds solutions to social and personal problems
- —generalizes about situations and conditions
- —explores ways to further a hobby, an interest, or an activity
- —gains insight into human behavior
- —realizes the effectiveness of words
- —extends his knowledge and imagination
- —develops attitudes and habits of reading for leisure
- —develops taste for quality in writing
- —increases his sensory imagery
- —widens his horizons about people, times, and places
- —gains skill in evaluating the theme of a story and the behavior and motives of characters
- —identifies with characters in literature
- —enjoys stories of fiction and nonfiction
- —continues to read outside of school selections of his own choice
- —shares books with others
- —becomes discriminating in his choice of reading materials
- —learns how and where to locate pertinent information

D. Through writing the individual

- —expresses clearly and vividly his ideas and feelings
- —gathers, organizes, and classifies data
- —arranges ideas and events in sequential order
- —distinguishes between relevant and irrelevant ideas
- —makes generalizations
- —reports without plagiarizing
- —uses appropriate form for his ideas (paragraphs, stanzas, lists)
- —uses appropriate mechanics to safeguard meaning

Language Development
Through Diagnosis

Before making long-range or immediate plans that will lead to maturity in the use of language and to mature experiences with literature, *the teacher needs* to analyze carefully where the student is in his language development. In some schools results of standardized tests will be available, but more important than test results will be the teacher's observation and informal diagnosis. Such experiences as the following will provide opportunities for the teacher to observe and analyze the student's use of language and to assess the breadth and depth of his literary background.

1. Set up a speaking situation and listen to each student to determine how well he speaks. Make notes for future teaching.
2. Tape a sample of each student's speech and let him hear and analyze his own speech.
3. Ask each student to write a short paper on his strengths and weaknesses or about his major interests. Young students might be asked to write about a picture. The teacher should analyze the writing, not grade it.
4. Tape individually each student's oral reading of a short selection. Note specific disabilities.
5. Have each student read silently a short selection. Time the reading and determine words per minute. Follow the reading with a brief comprehension test. (For older students the Educational Edition of **Readers Digest** or anthologies provide excellent materials and comprehension tests.)
6. Ask each student to tell about the best story or book he has read or the type of story or book he enjoys. A young child might be asked to draw a picture of his favorite book character and tell the class about it.
7. On a comprehensive reading list appropriate to the grade level have the student check books he has read.
8. Examine reading record cards from previous years.
9. Give a vocabulary test.
10. Give a short talk or lecture or read a story and follow it with a test over the main points to test listening.
11. Use a tape or record as the basis for a listening test.
12. Use an appropriate film, such as "An Occurrence at Owl Creek Bridge" for junior or senior high students, to test the ability to observe.
13. Set up a situation in the classroom for the students to observe and describe individually as a test of observations.
14. Keep information on each student in an individual folder or record it on a filing card.

Planning Instructional Experiences

In formulating plans for the instructional program we believe the following to be basic considerations:

1. Plans must be made in terms of the students' needs and serve both immediate and long range objectives.
2. Individual needs must be determined in specific areas (listening, speaking, reading, and writing) before instruction is initiated.
3. Instructional experiences must be directed to the needs of individuals in the class.
4. Activities must be planned according to the individual differences within the group. For example several different activities may be going on at the same time to meet the varied language abilities within the class.
5. Recognition must be given to a wide range of differences in individual competencies in each class which is normal, even with so-called ability grouping.
6. The purpose of the activities will be recognized by and meaningful to the learner as a result of teacher-pupil planning.
7. Activities must be based upon the learner's past experience and present competencies.
8. Activities will integrate the four facets of the language arts — listening, speaking, reading, and writing.

9. A warm, friendly climate in the classroom is essential to effective language development.
10. Textbooks should be regarded and used as tools. (This means that covering a textbook does not in itself insure learning.)

Following are suggested activities for developing skills in the language arts:

A. Listening.
1. To establish awareness—
   Example:
   Sounds that are signals
   Sounds that stimulate appreciation of beauty
   Sounds that stimulate emotional feeling
   Words or ideas of emotional impact
2. To explore
   Example:
   Sounds that have not been heard before
   Sounds of a strange animal
   Sounds of a new machine
   Sounds of sadness
   Sounds of joy
3. To discriminate
   Example:
   Beginning sounds
   Rhyming words
   Facts from opinions
   Inferences in tone of voice
   Main ideas
   Relevant from irrelevant ideas
4. To evaluate
   Example:
   Rejects or accepts
   Interprets
   Questions
   Criticizes (constructively)
   Informs or persuades
5. To create
   Example:
   Listens to develop mental imagery in music, stories, essays
   Reacts in speaking or writing, to listening experiences
6. To enjoy
   Example:
   Listens to poems, stories, conversations discussions, plays, essays
   Listens to music

B. Speaking
Activities that develop
1. Social effectiveness
   Examples:
   Introductions
   Conversations
   Informal and formal discussion
   Group planning
   Interviews
   Announcements
   Explanations
   Telephone conversations
2. Mechanics of language
   Examples:
   Usage and grammar
   Voice tone and emphasis
   Phrasing
   Clarity of thought
3. Vocabulary development
   Examples:
   Sensitivity to sensory words and colorful language
   Understanding of idiomatic phrases
   Coloquialisms or dialects
   Interpretations of metaphors, similes, personification
   "Loaded" terms
4. Creativity
   Examples:
   Dramatic play, dramatization, and role-playing
   Choral reading and verse choirs
   Interpretative oral reading
   Oral book reviewing

C. Reading
1. Experiences that provide personal enjoyment and self — realization through literature
   Examples:
   Self-selection, based on interest, hobbies, biography
   Guided individual reading
2. Activities that permit the sharing of reading experiences
   Examples:
   Book reviews
   Panel discussions
   Seminars
   Book chats
3. Activities that permit research experiences
   Examples:
   Personal research for individual interests
   Group activities centering upon class problems
4. Activities that develop skills in reading competency
   Examples:
   Reaction to main ideas
   Identification of implied meanings
   Critical reading
5. Activities that permit student to explore current events and contemporary social problems

Examples:
Use of newspapers and current periodicals
Contemporary literature and other literature related to current problems. (Comparison of writings of Emerson, Thoreau to "West Side Story")

D. Writing
1. Experiences in utilitarian writing
    Examples:
    Reports
    Letters
    Documents
    Grocery lists
    Journals
    News stories
    Essays
2. Experiences in creative writing
    Examples:
    Stories
    Poems
    Drama
    Commercials
    Essays
    Antics
    Personal letters
    Song lyrics
3. Experiences centering upon mechanics as revealed through the student's writing
    Examples:
    Composition structure
    Usage
    Punctuation-capitalization
    Spelling
    Editing

Integration Of The Language Arts

Students living in a space age have different attitudes, interests, fears, and aspirations than their counterparts a generation ago. Thus teachers must be aware of the constantly changing needs in communication to meet new demands. They should capitalize in every way possible on learnings from T.V., movies, tapes, films, and other media. Every effort should be made to integrate learning rather than compartmentalize the school day. Students should be helped to recognize a purpose for using the skills that are involved in expressing ideas. In the broadest sense, whenever students are communicating at home, at school, or in social groups outside these areas, they use the related aspect of language arts in many combinations and in varying degrees. Why should they not be permitted to follow this related approach in the classroom?

Language is the common conveyor of the total school program from the beginning of school in the morning until it closes in the afternoon, just as it is the common conveyor of life outside the classroom. To make for himself a place in the space age, a student must be able to listen with critical attention, to speak adequately, to read critically and creatively volumes of materials, and write with clarity and honesty. It goes without saying that attention must be given to each of these skills separately as well as in a unified way, according to an individual's need, ability, and maturity.

Although this guide presents the four major facets of language in separate sections, it purports to emphasize through the suggested activities the importance of integration. Hopefully, teachers will make integration a reality as they carry out the purposes and concepts in actual classroom experiences.

Reading, writing, speaking, and listening are not ends in themselves but tools used by society for thinking and communicating ideas. The program thus outlined suggests integration in the sense that reading, speech, literature, drama, composition, and language are learned by means of each other. These facets of communication supplement and complement each other. A student gains reading power by writing. He improves his writing by reading. He learns to talk by listening. He develops listening skills by speaking.

According to Moffett[1] many educators advocate a total program in discourse running laterally across subject field. In truth, language arts cannot be contained in a separate learning area. Communication is the fundamental element in all subjects; and in turn the skills of communication depend on the content areas for the raw stuff to communicate. Hence, a strong force is being exerted in curriculum planning to "break down compartmentalization of subjects and to ascribe to team-teaching a larger meaning than is generally found in it." For example, writing assignments for an English teacher might well be related to a science or social studies assignment.

[1] James Moffett, **A Student-Centered Language Arts Curriculum,** Grades K-13: **A Handbook for Teachers** (Boston: Houghton-Mifflin, 1968), page 6.

"Language and thought develop together as an integrated whole," writes Strickland. "Language is of little value without ideas to express, and ideas are themselves dependent upon language."[2]

Artley[3] refers to language as a single pattern of integrated skills which cannot be learned separately. He states further that the student's learning of the language arts is closely related to his individual growth patterns and to his experiences.

The teacher who believes that the native language can be taught without text-books and prepackaged curriculum, that the functional approach to language development is more effective than drill and exercises, will find this guide an aid to instruction. On the other hand, it cannot be offered as a prescription for language development. Its success lies in the teacher's ability to adjust the experiences to meet the needs of individual students.

Examples Of Integrated Experiences In Daily Lessons

—Following the reading of "Coast Guards to the Rescue" or some other story in a reader, students write a newspaper account of the incident.

—After viewing a film such as "Life in the High Andes", students note information that was not included in the film, but which would be beneficial to the learner: they compile questions for research; select incidents for creative writing.

—A film is shown dealing with the culture of minority groups (Indians, Orientals, Negroes, Latin Americans); the students engage in wide reading to learn more about a certain group; small groups are formed to share findings; cooperative reports are presented to class; vocabulary is extended; students are introduced to new books such as:

Lions in the Way (Negroes)
Wolf Brother (Indian)
Willie Wong, American (Oriental)
Blue Willow (Migrant worker)

—Student and teacher plan a trip to a pond; discover characteristics of plants and animals; categorize and discuss observations; research and write.

—Students and teachers plan to interview a resource person; select pertinent questions; take notes for summary report.

—Students view a film to sharpen observation, for example, "The Queen's Castles"; they are asked

1. to describe their favorite scene
2. to comment upon the color schemes used in various rooms
3. to research the architecture of the various castles
4. to read the biographies of the designers of the castles
5. to design a formal garden similar to one in the film

—Story problems in math may be dramatized in order to develop better understanding of the problem solving process needed for the solution. (Use of voice inflection and punctuation may determine extent of communication).

—Role playing after reading about some issue in the newspaper, (e.g.) the question of lowering the voting age; some historical event, (e.g.) "taxation without representation;" use of debate, conversation, interviews, form letters, essays, posters, radio and T.V. editorials, and editorial cartoons.

—Advertising slogans are placed on the bulletin board; students identify products; they categorize the slogans as to extent of appeal for women, men, adults, children, teens; students create their own slogans for objects (toy, picture, machine, wearing apparel).

—Students observe a science experiment, form generalizations from the discovery, and write reports of findings; primary children can dictate a cooperative report.

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[2] Ruth Strickland, *Language Arts in the Elementary School*. Third Edition (Boston: D. C. Heath, 1969), page 43.

[3] A. Sterl Artley, "Research Concerning Interrelationship Among the Language Arts," **Elementary English,** Vol. XXVII, No. 8, 1955, pp 527-37.

Oral Language

An individual grows personally, socially, and intellectually as he develops language power. Personality can unfold and develop with successful experiences in oral expression, or it can be thwarted by failure to acquire competency and skill in oral communication.

Speech is a mirror of personality; one's manner of speaking is a symbol of his cultural growth. It can be the means of total acceptance and involvement in social events, or it can be the means of complete explusion from social groups.

Students who use non-standard English must be treated with respect and dealt with courteously and constructively so that they will be motivated to improve their use of English. To destroy creativity, spontaneity, and fluency in an individual's speech while trying to improve his language usage will surely impair his personal growth. Students should be taught through teacher's example to make positive appraisals of class contributions — what they liked about the presentation rather than the mistakes made by the speaker. Ideas should take priority over criticism of speech patterns.

Numerous opportunities for speaking in the classroom plus continuous praise and encouragement for appropriate use of words, use of figurative language, effective presentation of ideas, and other significant contributions should help a student develop poise and confidence in the use of language and at the same time develop his self-image, which is instrumental in his social progress.

Thinking and speaking are two aspects of the same ability — to communicate effectively. They are interrelated to the extent that language helps an individual to think and react emotionally to words. Words are the vehicles of thought. The ability to choose appropriate words with respect to meaning and usage demonstrates one's power of language.

Speaking and listening are parallel skills that should be developed simultaneously; all speaking should be accompanied by responsive listening. Listening and speaking abilities form the background for reading and writing.

The teacher plays an important role in helping students develop the power to speak with ease, fluency, and imagination. By example he demonstrates the power of correct pronunciation, clear articulation, polite manners, and pleasant voice. He provides time in the school day for students to converse in a face-to-face manner and to speak in small groups or to the class. He provides a wholesome climate for evaluation wherein no student is humiliated or embarrassed about his speech.

Listening

Americans are not very good listeners. In spite of the fact that "45% of communication time is spent in one kind of listening or another," the skills of listening are often ignored by classroom teachers.[1]

Listening is the foundation for all of the language arts skills which an individual develops. It is not only the forerunner of all the language arts, but the most used of all. Listening skills are not acquired incidentally; they must be taught. Research indicates that attention should be given early to listening abilities in preschool years because of the importance of listening in the development of communication abilities.

Television, radio, tape recorder, records, and films have intensified the importance of listening in the lives of children and adults. Contemporary living demands that listening be given a prominent place in language development.

Listening should be differentiated from hearing, because it is an active, receptive process. Listening is more than hearing, because, like reading, it involves comprehension, interpretation and reaction to what is heard. Both are receptive skills and have many common purposes. Listening for meaning is equally as important as reading for meaning; listening for enjoyment is just as important as reading for enjoyment.

Listening, as well as other learning skills, requires a state of readiness. Too often teachers ask students to listen without preparing them for the listening situation. Before an activity begins, teachers and students should set the purposes for listening.

In order to develop good listening habits in students, it is important for a teacher to demonstrate good listening habits himself. The listening role requires empathy, tolerance and tact. If the teacher is attentive to the comments of the children, if he sincerely gives consideration to what students are saying, he then may be influential in the development of effective listening skills. He must be cognizant of the fact that teachers should listen more and talk less.

The development of a postive attitude toward listening can be brought about through many techniques. There is no doubt that the time given to development in this area will pay big dividends for both teacher and student in effective teaching and learning.

[1] Ralph G. Nichols, **The Supervisor's Notebook,** Vol. 22, No. 1, Spring, 1960. (Chicago: Scott Foresman and Company)

Reading Is Thinking

The manner in which teachers view reading is of utmost importance. According to Stauffer,[1] Reading, like thinking has three dimensions, (1) realistic thinking, (2) imaginative thinking, and (3) personalized thinking. We are quite aware of the aspects of problem solving, being confronted with a problem, finding the solution or the failure to find it, but, do we associate these same aspects with reading?

Consider for a moment the meaning of reading. The consensus is that reading is a process; it is the ability to get meaning from the printed page; it is interpreting symbols by assigning meaning to them; it is receiving ideas from an author. Yes, but reading is much more. In order to develop a reading program that adequately meets the needs of the pupils in today's classrooms, a clear understanding of reading and the processes involved are imperative.

The concepts that the reader brings to his reading are the concepts that he associates, combines and reassociates as he is challenged by the author. Reading is a mental process requiring word recognition, word meaning, and the skill to associate meanings until the concepts that have been presented are understood, evaluated, accepted and applied, or rejected. The knowledge gained through reading can increase understanding, and can be used as a tool to effect social and personal adjustment, enrich experiences, and stimulate thinking.

Thinking is behavior that occurs in response to stimuli. The stimuli determine the kind of mental activity, whether imaginative, or a type that calls for more reasoning than imagination. What then does it mean for a teacher to consciously direct thinking? What are the steps involved in the reading-thinking process? (1) Reading for a purpose is the first requisite, whether it be to resolve a question, to satisfy curiosity, or for pure enjoyment. (2) Reasoning while reading is the process of toying with the ideas to discover logical relations or rearranging the ideas in such a way that a conclusion can be reached. Thus the small child who challenged the statement about a long parade of ducks, by pointing out that three ducks in a line did not make a long parade, was making a valid judgment. He was comparing the facts at hand against a definition of "long" which he had obtained from his own experience. Reasoning is productive thinking. (3) Judgment is an evaluative process by which the reader forms his conclusions. The judgments formed must be relevant to the purposes declared. The reader selects and weighs the facts and makes decisions that are appropriate and discriminate. If we agree that to read critically and reflectively is helpful in achieving even the most practical everyday needs — then we agree that reading should be taught as a thinking process.

[1] Russell G. Stauffer, **Directing Reading Maturity as a Cognitive Process** (N.Y.: Harper and Row, 1969), pp. 3-15

BIBLIOTHERAPY:
PERSON INTERACTION

"Bibliotherapy" has been defined as a process of dynamic interaction between the personality of the reader and the literature interaction which may be utilized for personality assessment, adjustment, and growth.

Reading stories and literature provides children with vicarious experiences and a means of finding similarities to their own problems and needs even before they are able to read independently. As they grow older and acquire the skills to deal with concepts, the possibility of using bibliotherapy increases.

We know a great deal about books and also a great deal about children. If we can but bring the two together we will have a tool with which we can help children help themselves as they deal with fears and misunderstandings, weaknesses and failures, physical defects, intellectual and moral achievement, and many other personal problems.

One of the virtues of using reading as a form of therapy is that the reader remains in control of the degree to which he becomes involved in identification. His discoveries of self will usually not be traumatic. He can gain insight into his own problems at a pace which he can tolerate.

STUDENTS' RIGHT TO ENJOY LITERATURE

Many times when students finish the study of a particular genre, they make the statement that they will never again read further in that field. This result is unfortunate because the study of literature should produce a desire to read further. Perhaps these several approaches to the study of literature can help remedy undersirable results:

(1) Knowing the technique of the type of literature is helpful. Then the student knows what to expect from a piece of literature and is not disappointed from a technical point of view.

a. Students should realize that a narrative theme runs through short stories and novels. Events are detailed about characters and places.

b. The essay does not tell a story. It is the personal reaction of an author to a subject of his choosing. The author does not discuss the subject exhaustively. Often after reading an essay, students feel that the writing is incomplete — that the author should have said more.

c. The text of a play leaves the reader more on his own than most narratives. A script requires many inferences. On the page the young reader doesn't "see" where the character is standing when he is giving a line, or what actions are taking place concurrently. Nor does he "hear" the significant inflections or tones of voice. Students can be prepared for these script characteristics and can be helped to bring the script alive in their imaginations.

d. Enough poetry technique can be presented to enable the students to know how poetry is put together. Allow a student to make his own evaluation of a poem — whether he likes or dislikes it.

(2) The time spent on certain genre is important.

a. When the class shows evidence of tiring of a type, switch to another type.

b. Try the theme approach to literature. In that way variety can be provided.

WRITING

"Learning to express oneself in writing is a long process, probably the most difficult area of language growth", writes Lou Labrant.[1] Writing requires the combined ability to talk, to spell, to form letters, and to punctuate. It is not strange then that students find writing difficult, and that many complaints are heard about the quality of writing done by elementary, secondary and even college students.

Too often students are required to write before they have the ability to express themselves orally. Students cannot write what they cannot tell orally. For this reason, skills in oral composition (stories, experiences, reports) are emphasized before students are expected to do much writing. Whether it be a primary student or an adult, learning to express himself through oral composition precedes his ability to write effectively.

Equally important to language development is the student's ability to think. He cannot talk until he has had the opportunity to think about what he is going to say. Likewise, he cannot write effectively unless he is allowed a reasonable time to garner ideas and think about what he is going to write. In essence, thinking is essential to good writing.

Putting down ideas in a rough draft follows the initial step of thinking. Once the ideas are recorded on paper, the writer can edit and rework his composition until it fits his expectations.

It is highly important to place the responsibility of proofreading and editing with the student. When the teacher marks the errors on a student's paper and hands it back for his perusal and rewriting, little, if any, learning takes place. Furthermore, the incentive to improve the thought and organization of his composition is stifled when the teacher twists the student's words in order to say what he (the teacher) thinks the student wanted to say.

In consequence, the best approach to editing is the teacher-student conference, currently referred to as teacher-student dialogue, which allows for an interchange of ideas related to style, content, mechanics, and purpose. Ideas can be clarified without changing meaning, and a student can control his intent in writing when he is present to defend his point of view. He also develops further skill in the proper use of mechanics as he makes changes in punctuation in order to safeguard meaning. This process of editing is applicable to writers at all levels of language proficiency. The elementary child, the freshman in college and the graduate student profit most from their writing when they can have the personal reaction of another person, be it a teacher, a classmate, or a member of their family. Less red ink on the student's paper is the admonition of today's modern English teacher. It is generally agreed among language specialists that primary children's writings should be accepted with praise and enthusiasm and should not be criticized or edited unless the writer asks for it. There is time enough for refinement after the student has developed the ability to express himself verbally. However, primary teachers often help students edit their writings when they are to be shared with the public (bulletin board, displays, notes to parents, etc.). In the initial stages of composing, the teacher writes while the students dictate their thoughts and ideas. Students are relieved of the burden of spelling and handwriting until they have gained some mastery of these skills. Thus they are free to create, to imagine, or to share an experience using language they are unable to write.

Some teachers distinguish practical writing from creative writing in their treatment of composition. Reports, letters, notices, club notes, announcements and application forms, are included in practical writing.

Creative writing includes imagined experiences, stories, poems, and plays. However, there is much overlapping in the two types of situations; certainly there is no dichotomy, no fine line of demarcation existing between practical or functional writing and creative or imaginative writing. When a writer treats a composition in his own original way, who is to say it is not creative?

More important than the distinction between utilitarian and personal writing is the teacher's attitude toward research findings in this area of writing. "There was a time in American education", writes Labrant, "when teachers believed that students could be taught to write by learning to identify parts of speech and by punctuating sentences in exercise books. That time, fortunately, seems to have gone, and we can hope that there will be no recurrence of that erroneous thinking. Today most teachers understand that one learns to write prose by writing prose, and that the only sound measure of writing ability is the actual putting down of experiences and ideas on paper. For this reason, written composition is taking a larger and larger place in American classrooms"[2].

The reason for writing is to make someone understand. Therefore, the writer should determine who his audience is and what he is to say to that audience. It is important that the written message reach the intended audience so that the purpose for the writing is fulfilled. When a student writes for the teacher, which is often the case, the teacher should make some positive comment on the story or idea; if he writes for his class, then they should listen to his message and react to the ideas he intended for them.

The emphasis in composition should be on the writing process (the learning that takes place) rather than the end product. How does one write? Where does one get ideas for writing? How are clarity, vividness, and precision achieved? These are the questions that lead to analysis of writing techniques. Thus for practical purposes classrooms should become writing laboratories where discussion is considered a prerequisite to writing, and where a teacher moves about the room encouraging a reluctant writer, helping someone find the right word, and expressing enthusiasm and feeling for someone's unusual expression. Students are apt to catch the cooperative spirit and support each other in the writing effort. As Kathrine Andrews[3] observed, an abundance of writing may not result, but the student learns more about himself and his needs as a writer.

Samuel Roddan,[4] a successful short story writer, and presently head of the English department in a secondary school in British Columbia, says that one cannot learn to write from a textbook any more than he can learn to ski from looking at a travel poster from the Alps. The best preparation for writing, he says, is to read, to listen, to take part in life, and to be curious about oneself and his fellowman.

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[1] Lou Labrant "Composing in English," **Readings on Contemporary English in the Elementary School.** Edited by Tiedt. Englewood Cliffs, New Jersey: Prentice-Hall, 1967, p. 138

[2] Ibid, p. 137.

[3] Kathrine Andrews "New Concepts in Composition," **English Journal,** January, 1969

[4] **The English Quarterly,** Canadian Council, Summer, 1968

SPELLING — GIVE A WORD A PERSONALITY

Teaching spelling is an all-day job. Words need **teaching** far more than they need **testing.** Anyone who writes must learn to spell correctly, because in our society, people who do not spell by accepted standards are considered illiterate. Therefore, the teaching of spelling is a part of the teaching of writing. The student should understand the relation between spelling and reading, and spelling and writing.

Too often spelling is considered a nuisance subject where words are taught in isolation. The teacher cannot abdicate his responsibility to teach spelling, but he needs to change his methods.

In order to get a word's personality across to a student, a teacher can show pictures of the word, use real objects, draw a chalk sketch, read a sentence, prose paragraph, or short poem in which it is used. A student can also figure its meaning from the context, use the dictionary, figure its meaning from similar words, locate its word source, think of its synonyms, and get acquainted with its antonyms.

Oral spelling is unrealistic since spelling takes place in a writing situation. Spelling practice should consist of writing words in a natural context instead of a list. Such practice should come from a mental stimulus which should lead the student to think of a sentence containing the word to be spelled.

Most authorities agree that the learning of rules does not enhance spelling ability; however, when a teacher feels that a student might profit from a spelling rule, he should teach it inductively so that the student evolves the rule for himself. For example, this may mean getting a student to notice how a particular phoneme reappears in words of like patterns and discover the generalizations. This discovery technique is an essential part of a modern program. A student can also learn by locating and correcting misspellings in his own writing through suggestions such as, "You have spelling errors in this paragraph. Proofread."

All word lists should be judged on the basis of their contribution to the student's everyday writing. Whole-word memorization feats should be confined to those few words which are almost completely irregular in their representational patterns.

The teaching of spelling should fall naturally into its proper place in the teaching of the language arts since it is impossible to teach spelling without writing, writing without reading, and reading without listening.

EVALUATION OF LEARNING

The purpose of evaluation is to determine what each child has accomplished and help him plan his future progress. Evaluation is a continuous, cooperative, and cumulative process which includes pupil-teacher evaluation, pupil self evaluation, and teacher self evaluation.

Positive comments produce better results; they should encourage the student and should deal with the thoughts conveyed. They should be specific enough to point ways to growth. Markings should encourage rather than discourage. However, indiscriminate praise hinders achievement and creates false values.

Grading written work is inappropriate for young children. During the individual conference where the student reads his work aloud, he will be able to discover the need for mechanics (punctuation, spelling, capitalization).

Any assignment should be for a purpose for a specific audience. Written assignments should be given when the teacher is free to help with spelling and other mechanics and encourage students who are afraid to write.

If the evaluation leaves the pupil convinced he has strengths upon which he can rely, the evaluation is worthy of its intention. The goal is for self evaluation.

A. Listening

1. The teacher evaluates listening by
   Observing individual behavior:
   a. Does the individual show a positive or negative attitude toward listening?
   b. To what degree does he react favorably or unfavorably to the instruction?
   c. Does he follow directions?
   d. Does he react to a speaker's ideas and participate in class discussions?

   An informal inventory:
   a. Read a short selection and ask questions about events, ideas, and happenings.
   b. Instruct the students to listen for specific things, such as (1) how many characters are in the story, (2) name the characters as they appear in the story, (3) how many scenes are in the story, (4) the main ideas, (5) events in sequence.
   c. Have students finish an interrupted story by telling it, writing it, pantomiming it, or drawing events in sequence.
   d. Give instruction for a new game one time and ask students to play the game.

2. The student evaluates his own listening skills by
   a. Recalling a task he has had to repeat because he did not listen
   b. Relaying oral messages to the office from his teacher
   c. Retelling what another person has said to him
   d. Repeating the directions for playing a game or making something

B. Speaking (Oral Language)

1. The teacher evaluates speaking competencies by
   a. Observing the way an individual speaks
   b. Listening to his conversation
   c. Using tapes to record speech
   d. Answering a list of questions focused on behavior
      (1) Does the individual participate effectively in class discussions?
      (2) Does he take part by telling things and asking questions?
      (3) Does he speak clearly and distinctly?
      (4) Does he show a tendency to think before he speaks?
      (5) Does he use new words in conversing with others?
      (6) Is he aware of the social reasons for correctness in communications?
2. The student evaluates his own speech competencies by answering such questions as
   a. Do I feel at ease in conversations and discussions?
   b. Do I look at everyone when I speak?
   c. Do I disagree politely?
   d. Do I try to bring others into the conversation?
   e. Do I keep to the topic?
   f. Do I choose and select words with care in order to convey exact meaning?
   g. Do I enunciate distinctly?

C. Reading

1. The teacher evaluates reading competencies by answering such questions as
    - a. Does the reader enjoy reading?
    - b. Does he recognize the difference between a statement of facts and a statement of opinions?
    - c. Does he question ideas or the competency of the author to make statements?
    - d. Does he evaluate and weigh evidence?
    - e. Does he attack words independently?
    - f. Does he comprehend what he reads?
    - g. Does he apply what he reads to the solution of his own problems?
    - h. Is he able to summarize and put into sequence the important ideas or events?
2. The individual evaluates his own reading competencies by asking himself such questions as
    - a. Do I understand what I read?
    - b. Can I talk about what I read?
    - c. Do I feel that I am in the story when I read a short story or a novel?
    - d. Do I become upset, or emotionally involved when I read?
    - e. Do I know how a character feels?

D. Writing

1. The teacher evaluates writing skills by observing the following:
    - a. Does the learner have ideas he is trying to express?
    - b. Does he write frequently and freely without having a specific assignment?
    - c. Does he organize thought and express himself well?
    - d. Does he write with ease and fluency?
    - e. Can he write complete sentences? paragraphs? essays?
    - f. Does he demonstrate ability to use acceptable mechanics?
    - g. Has he learned techniques of proofreading and editing his own writing?
2. The student evaluates his own writing
    - a. Am I chiefly concerned with ideas in the first draft?
    - b. Can I express myself with clarity? — say what I want to say?
    - c. Do I use vivid and descriptive words to make my ideas come alive?
    - d. Do I safeguard my meaning with good mechanics?
    - e. Do I check the dictionary for spelling of words that are unfamiliar to me?
    - f. Do I invite people to react to my ideas and to criticize my writing?
3. Teacher-student evaluation
    - a. Evaluation should be a cooperative effort on the part of the teacher and student.
        - (1) A sample of writing may be placed on the overhead projector for class or group evaluation and editing (with consent of individual).
        - (2) Provision is made for teacher-student conferences to look at strengths and weaknesses; to edit and revise.
        - (3) Provision is made for proofreading and editing by teams, pairs, or small groups.
    - b. Corrections in spelling, punctuation, and organization should be made by the author and not by the teacher. The teacher and/or peer group may point out errors and suggest changes, but for effective learning the changes must be made by the author.
    - c. If teacher-student conferences are not possible, such marginal notes as the following may suffice. (Positive rather than negative)
        - (1) Well done!
        - (2) Ideas clearly stated
        - (3) Grammar and usage improving
        - (4) Word choice good
        - (5) Meaning of last paragraph vague
        - (6) Check punctuation of last paragraph
    - d. Whenever possible a tape recorder may be used instead of writing marginal notes. For example, while other students are having a conference with the teacher or are engaged in independent activities, one student may listen by means of earphones to comments from the tape which his teacher has recorded earlier.

OFFICIAL SELECTIONS OF THE OKLAHOMA STATE TEXTBOOK COMMITTEE LITERATURE SERIES

(Year of Expiration, 1977)

GRADE	TITLE	PUBLISHER
1-6	Sounds of Language Series, by Martin	Holt, Rinehart & Winston Inc.
1-6	Wonder Story Books, 1962C	Harper & Row Pub. Inc.
1-6	Reading Caravan Series, Rev, by Witty et al., 1968C	D. C. Heath & Co.
1-6	Bright Horizons Series, by Huck, et al. (Adv) 1969C	Scott Foresman & Co.
1-6	Field Literature Program, by Huss, et al.	Field Educational Pub. Inc.
7-8	Adventures for Readers Series, Classic Edition (Av), by O'Daly, et al. 1973C Book One	Harcourt Brace Jovanovich Inc.
7-8	Houghton Mifflin Literature Series, by McFarland, et al.	Houghton Mifflin Co.
7-8	Galaxy Literature Series, by Dunning, et al., 1979C (low level)	Scott Foresman & Co.
7-8	Field Literature Program, by Huss, et al., 1971 C Northern Lights	Field Education Pub. Inc.
7-8	Themes in Literature Series, by Carlsen et al., 1969C	Webster Division
9-12	Anthologies of Literature (Aver), 1973C	Harcourt Brace Jovanovich, Inc.
9-12	Houghton Mifflin Literature Series, by McFarland, et al., 1972C	Houghton Mifflin Co.
9-12	Themes Series	Webster Division
9-12	Individualized Literature Program, Paperback Novels (Get listing from principal)	American Book Co.
9-12	Singer Random House Literature Series (Paperbound) by Maline, et al., 1967C	Random House, Inc.
10-12	Galaxy Literature Series (Low Level) by Niles	Scott Foresman & Co.

GRAMMAR AND COMPOSITION

(Year of Expiration, 1975)

GRADE	TITLE	PUBLISHER
1-6	Language and How To Use It	Scott, Foresman & Co.
1-6	English	Laidlaw Brothers
1-6	Ginn Elementary English	Ginn & Co.
1-6	English for Meaning	Houghton Mifflin Co.
1-6	New Directions in English	Harper & Row, Pub.
1-6	Our Language Today	American Book Co.
1-6	The World of Language	Follet Pub. Co.
7-8	(Elementary)	
7-8	New Approaches to Language and Composition	Laidlaw Brothers
7-8	MacMillan English	The MacMillan Co.
7-8	Ginn Elementary English	Ginn & Co.
7-8	English for Meaning	Houghton Mifflin Co.
7-8	New Directions in English	Harper & Row, Inc.
7-8	Our Language Today	American Book Co.
7-8	Modern English in Action	D. C. Heath & Co.
7-8-9	(Junior High)	
7-8-9	Guide to Modern English	Scott, Foresman & Co.
7-8-9	MacMillan Gateway English	The MacMillan Co.
7-8-9	The Roberts English	Harcourt, Brace & Jovanovich
7-8-9	Building Better English	Harper & Row, Pub.
7-8-9	American English Today	Webster Division
7-8-9	The Dynamics of Language	D. C. Heath
7-8-9	Keys to Good English	The Economy Co.
9	(High School)	
9	Voices in Literature, I	Ginn & Co.
9	Operations in Modern Grammar & Composition	American Book Co.
10-12	(High School)	

GRADE	TITLE	PUBLICATION
10-12	Oregon Curriculum	Holt, Rinehart & Winston
10-12	English Grammar and Composition	Harcourt Brace & Jovanovich
10-12	Voices in Literature	Ginn & Co.
10-12	Building Better English	Harper & Row, Pub.
10-12	American English Today	Webster Division
10-12	Procedures in Modern Grammar and Composition	American Book Co.
10-12	Secondary English	Addison, Wesley Pub. Co.

CURRICULUM DEVELOPMENT SUGGESTIONS

Suggested procedures for Consideration during Curriculum Evaluation and/or Development

1. Examine the philosphy of education of your school.
2. Be fully aware of reasons for evaluating and/or developing your school curriculum guide.
3. Examine curriculum guides already in use in your school, if there are any.
4. Establish adequate time schedule for work-study sessions.
5. Start a search to determine what your students need from English courses to cope with the problems of living.
6. Identify the competencies, attitudes, and values important in meeting the needs of your students.
7. Examine policies in your school conducive to the development of the competencies, attitudes, and values.
8. Identify kinds of learning experiences, activities, atmosphere, and any changes in school policies needed to establish them.
9. Formulate clear goals and objectives through analyzing the following:
    A. Special community needs and characteristics
    B. Needs, interests, and characteristics of students
    C. Teaching conditions
    D. Accreditation and courses offered
    E. Accountability to school community
    F. Behaviorial patterns required by school community
10. Determine the elements of teaching and learning American-English.
11. Decide on base component (speech and writing, language mechanics and grammar, or literature and reading skills) of American-English language arts education.
12. Work out possible organization of completed guide.
13. State goals and objectives in terms understandable to teachers, students, and community.

SUGGESTIONS FOR PLANNING PHASE-ELECTIVE ENGLISH CURRICULUM

There is so much to talk about, to read about, to write about, and to enjoy through experiences in English classes that Oklahoma language arts teachers are naturally turning to methods for giving their students the privilege of choosing phase-elective courses compatible with the student's own interests and capabilities.

Although it is by no means the only alternative from traditional curriculum planning, phase-elective courses are considered as a significant development.

The rationale behind phase-elective offerings is that they give teachers and students an opportunity to zero in on definite descriptions of course content, anticipated resource materials to be used, and the degree of difficulty. The basic objective of all types of English programs remain the same: to provide for the student experiences through which he will become reasonably proficient in the use of language and to help him discover literature in such a way that he will gain vicarious experiences, which may enliven his potential for living and for understanding people of the world that he may have no opportunity to meet personally during his high school years.

In phase-elective planning, the facets of English ordinarily presented are exposed in new settings, generally for a nine-weeks period, and fashioned to satisfy student interests as well as needs and abilities.

Oklahoma teachers involved in curriculum changes warn that simply chopping a traditional program into nine-week bits will not result in a phase elective program. The variety of talents and styles of teaching among teachers of the local system as well as the widening social, cultural, and economic differences of the students must be included in the new design. Both teachers and students must give of their time and creativity in tailoring courses which will best fit their situation. Administrators, counselors, and parents are, also, important contributors to the success of the program.

The following plan is included as an aid for school personnel wishing to investigate phase-elective planning.

SUGGESTED STEPS FOR PLANNING AND IMPLEMENTING A PHASE-ELECTIVE PROGRAM IN LANGUAGE ARTS

Steps generally followed in planning a phase-elective program are

1. Establish an adequate time schedule for work-study sessions in planning.
2. Include administrators and counselors in as many sessions as possible.
3. Examine the philosophy of education of the school.
4. Analyze the reasons for an interest in an elective program.
5. Compare advantages and disadvantages of a change from the present curriculum plan to an elective.
6. Visit a school with a phase-elective plan in operation, talk with administrators, counselors, teachers and students.
7. Study the student population in terms of number of gifted, college-bound, pre-vocational, vocational, terminal, skills deficient, and those with special academic needs.
8. Examine the existing English curriculum for possible units and components which can be developed into short-term courses.
9. Analyze staff competencies to identify individual teacher strengths and weaknesses in such areas as language and linguistics, literature, composition, media, speech, drama, and journalism.
10. Decide on a proposed list of courses appropriate to needs of student population, consistent with English curriculum goals, and in accordance with the strengths of the English faculty.
11. Advise students about the program, why it has been developed, how it will be scheduled, and provide them with a tentative list of electives for preference marking.
12. Explain the program to parents and the community.
13. Write course descriptions and match objectives to the courses.
14. Submit proposal for changing to elective program along with course descriptions to J. D. Giddens, Chairman, North Central Committee, State Department of Education.
15. Conduct student registration within English classes at least one semester prior to the program's beginning.
16. Compile list of actual courses to be offered. Some of these courses will not be selected by adequate numbers of students, but the same courses can be reoffered in subsequent registrations.
17. Schedule students.
19. Decide on teacher assignments.
20. Write syllabus of each course, involving students in the planning if at all possible.
21. Decide on materials for each course and order any extras that may be needed.
22. Begin the phase-elective program with teachers and students evaluating each course as it is completed.
23. Revise courses according to the evaluations.

A faculty planning a phase-elective program will have many questions arise that can best be answered by the planners themselves. The following seen to be the most common.

1. How many phases (levels of difficulty) are needed to serve the student population?
2. What will be the length of the courses?
3. How many courses can be offered?
4. How can the scheduling be worked out at the office?
5. How should the grades be recorded for the permanent records?
6. Are there courses for which there should be prerequisites?
7. Are there courses that should be required of all students or certain types of students?
8. How much, if any more, will the phase-elective program cost than a traditional program?

A school planning a phase-elective program for language arts will find responsibilities must be shared by the principal, counselor, librarian, department chairman, teachers, students, and parents. These suggestions may be helpful to individual schools in their definitions of the roles of each.

The principal will

1. give his approval for the study for change
2. advise the planners of any possible problems in scheduling and aid in circumventing or solving them
3. explain the proposed program to the superintendent and to the board of education and enlist their approval, support, and funding for planning and implementation
4. see that the proposed program is submitted to the State Department of Education
5. assist in adequate student orientation
6. help devise a plan for evaluating the program as a base for continuing, revising, of discontinuing it after a reasonable trial period
7. acquaint parents and community with the objectives of the new program and the methods which will be used to meet the objectives
8. provide encouragement and leadership in the coordination of the program particularly during its early stages

The counselor will

1. aid in developing a profile of needs of the total student population
2. know the course offerings well enough to recognize mismatches of offerings and students and to advise on needs which are not being met
3. aid in developing sound evaluation procedures
4. provide, as the program progresses, follow-up studies which will furnish long range evaluation evidence
5. counsel individual students or parents who require help to understand the program

The department chairman will

1. involve all teachers in the department in the planning and developing of the program
2. learn from the staff their own preferences of the course offerings and aid the principal in honoring these preferences if possible
3. serve as consultant to teachers in course constructions
4. explore similar programs in other schools for possible ideas and techniques which are successful
5. seek out and furnish to the teaching staff information regarding resources
6. advise and consult with teachers and students on a continuing basis
7. aid in devising workable scheduling

The teachers will

1. formulate course preferences in terms of own strengths and weaknesses
2. develop courses which, regardless of specific focus, continue to integrate language, composition, and literature skills and performances
3. prepare brief and honest course descriptions which will enable students to judge whether the course will satisfy his needs and expectations
4. develop teaching methods compatible with the objectives of the phase-elective curriculum
5. cooperate, on a give and take basis, with department staff on such variable, changing aspects as class size, number of preparations, course choice, materials allocations, etc.

The librarian will

1. work with the curriculum writing team in providing materials and information about materials
2. distribute classroom sets of books and other media used in the program
3. be alert to new materials which would be useful in the program and apprise the teaching staff of their availability.

The student will

1. develop, with help of teachers, parents, and counselors, a realistic self-profile which can be used as a base for choice. Such a profile should include levels of development in various skills of the curriculum, basic ability as evidenced by learning in both concrete and abstract situations, career goals, and personal interests
2. seek help and counseling when needed
3. match expectations and interests with course descriptions

4. set individual goals for attainments in the courses he chooses within the given time of the course
5. participate willingly in the classroom experience

The parents will

1. become acquainted with the new program
2. lend their support to the program
3. contribute to the evaluation of its worth

SAMPLE COURSE LISTINGS

Skills Courses

Grammar
Composition
Library Research
Vocational English
Logic and Reasoning
Developmental Reading
Rapid Reading
Oral Communication
Creative Writing
Individualized Reading
Vocabulary and Diction
College Prep
Your Language and You

Literature, Discussion, and Composition

American Folklore
The American Dream
Emergence
Man and Nature
The American Novel
American Humor and Satire
Mythology
The Makers of Myths
On Stage, America
The Devil in Literature
The Bible as Literature
The Strange and the Fantastic
Today's Thoughts (mass media)
Minority Literature
Science Fiction
Nobel Prize Winning Authors
The Hero
Shakespeare without Tears
Shakespearean Tragedy
Age of Chivalry
Mass Media
Film Making
Oklahoma Authors
Images of War in Literature
American Frontiers
Man Faces His Survival Problems
Literature of the American Indian
Poetry
Humanities
American Survey
English Survey
Utopias
Short Story
Literature in Periodicals
British Novel
English Romantics
Beowulf to Paradise Lost
Vanity Fair to a Brave New World
Black Literature
Biography
Literature from Other Continents
Poetry for Enjoyment
Oral Interpretation of Literature

General

Journalism
Yearbook
Television and Radio
Composing with Photography

MODERN LITERATURE: MAN FACES HIS PROBLEM OF SURVIVAL (IV)

Emphasis:
Man and his 20th Century literature

Learning Objective:
The student will examine through peer discussion, reading, and writing, some of the moral, social, and economic problems man will probably need to solve in order to survive, and will exhibit his developing understanding by analyzing and explicating a problem of survival in which he is particularly interested.

Suggested Materials:
Magazines, newspapers, current TV and radio programs dealing with man's problems of survival.
Recordings, films, and filmstrips related to problems.
Literary selections (to be varied according to teacher and student wishes)

- Hannah Green — *I Never Promised You a Rose Garden*, American Book Co., state adoption
- John A. Williams — *This Is My Country, Too*, American Book Co., state adoption
- John Hersey — *Hiroshima*, Bantam
- Harper Lee — *To Kill a Mockingbird*, Popular Library
- Alexander Solzhenitsyn — *One Day in the Life of Ivan Denisovich*, American Book Co., state adoption
- Truman Capote — *In Cold Blood*, Signet

Suitable short stories and plays may be found in state adopted anthologies.
Starting suggestions for short stories:

- Stephen Vincent Benet — "By the Waters of Babylon"
- John Steinbeck — "Flight"
- Pearl Buck — "The Enemy"
- Charles Beaumont — "The Vanishing American"

Starting suggestion for Drama:

- Reginald Rose — *Twelve Angry Men*
- Arthur Miller — *The Crucible*

Teaching Strategies

1. Begin activity by setting up discussion of a current problem of mankind which is foremost in the news media.

3. Provide or have students bring copies of *Flowers for Algernon* by Daniel Keyes. Ask those who have not read the novel to do so and those who have to scan it. All are to look for problems that Charlie faced and to keep a journal of their reactions to the novel as they read.

5. Divide class into small groups for discussion.

7. Ask students to group themselves for dramatization of scenes of their choice.

9. Assign an explanatory composition dealing with the human right to be accepted regardless of the level of intelligence.

11. Ask for four student volunteers to give panel discussion of the relationship of knowledge of the elements of the novel to the enjoyment and interpretation of novels one may choose to read. Do the same for short stories and plays.

13. Provide students a reading list of 20th Century literature which treats of man's moral, social, or economical problems including novels, short stories, and plays and give them time to examine the selections for choosing those they want to begin reading.

15. When students have made choices, work out with their help a time schedule for reading.

17. Act as adviser during reading and discussing. Schedule any films that might add to the study. Make recordings and record player available when needed. Encourage students to do supplemental reading and share their book experiences with their classmates.

19. Ask students to use their background reading and write an essay on how man meets his problems of survival.

This study may be used as a nine-week multi-elective or used in parts in any regular English class.

Learning Activities	Evaluation
2. Discuss man's eternal struggle for survival, reviewing how his problems have changed since early days and ending with listing some of those most pressing today; then note, even though time has modified the problems, the basic causes are the same.	
4. Read and take notes on Charlie's problems, social and economic, and write personal reactions to events and conflicts using a daily journal format.	
6. Discuss problems Charlie faced, relate them to individual knowledge of such problems, and share reactions from journal.	Teacher observes individual participation in group work.
8. Make choices, prepare and dramatize a scene.	
10. Discuss assignment is groups, then write as individuals. Proofread and hand in.	Teacher checks each paper to find passages to share with whole class and reads something from each paper.
12. Four students prepare and give panel discussion. Others take notes on information they think they may need during remainder of study.	Teacher gives extra credit points to volunteers.
14. Each student examines list made available and chooses one novel, one play, and three short stories. In class discussion, titles and reasons for selections may be given; then class decides on the selections to be read by all class members.	
16. Read materials chosen and interact as a class or in groups concerning issues and problems.	
18. Go into groups regularly to discuss, analyze, or explain developing understanding of man's survival problems, and to recommend books, short stories, and plays from individual reading experience.	
20. Discuss assignment in groups, then write as individuals. Prepare final copy to hand in.	Teacher checks for organization and content.

JOB INTERVIEW SITUATIONS (IV)

Emphasis:
Utilitarian use of language

Learning Objective:
The student will experiment with writing letters of application, preparing resumes, filling out job applications and identifying the responsibilities of both the employer and the applicant in a job interview. He will demonstrate his knowledge of these through a role playing situation in applying for a job.

Suggested Materials:
Grammar text
Sample letters of application and resumes
Job application forms
Newspaper help-wanted ads
Interviewer evaluation sheets
Tape recorders and tapes.

Teaching Strategies

1. Arrange for a business executive to come into class to discuss how to apply for a job.

3. Provide help-wanted ads from a number of newspapers of different cities.

5. Contact local employment office for a representative to meet with class.

8. Provide job application forms for each student and discuss the importance of neatness in filling them out.

10. Make arrangements for persons from various local business and professional organizations to visit class and interview students individually.

11. Set up several convenient locations, such as free classroom space, auditorium, or lounge, for interview situation.

12. Provide prepared sheets on which interviewers can rate each student from excellent to poor.

17. Suggest students write thank-you letters to persons who acted as their interviewers.

19. Group students for panel discussion of their utilitarian uses of language during these activities.

(If it is inconvenient for persons from the local businesses to come in for interview situations, students may role play as interviewers.)

Learning Activities	Evaluation
2. Listen and take notes for future use.	
4. Study ads and talk about previous experience in seeking employment.	
6. Each student chooses an ad and writes a letter of application asking for an interview.	Groups proofread letters and resumes.
7. Prepare a resume to be enclosed with the letter.	
9. Fill out application forms.	
13. Give letter, resume, application form, and interview evaluation sheet to the interviewer.	
14. Go in for interview situation on schedule. Each student tapes his interview.	Interviewer rates student by criteria on evaluation sheet.
15. After all interviews are completed, class hosts at a coffee, thus providing an informal situation for conversation about the interviews.	
16. Each student studies his evaluation sheet, listens to his taped interview, and draws up a written plan for improving if his rate is lower than excellent.	Teacher checks plans.
18. Each student writes and mails a letter to person who interviewed him.	Teacher evaluated each student on contribution to panel discussion.
20. Plan and give panel discussion.	Student evaluates his increase in knowledge from the beginning of the activities to the end.

MYTHS AND THEIR MEANING FOR MAN (IV)

Emphasis:
Myths, man's creation in search of meaning

Learning Objective:
The student will study Greek, Roman, and more modern myths and through his activities show his understanding of man's eternal search for both external and internal (mental) patterns of life.

Suggested Materials:
"Albert Camus," sound filmstrip, Thomas S. Klise Co., P.O. Box 3418, Peoria, Ill. 61614 Rental $18.50.

Man the Myth-Maker, W. T. Jewkes and Northrup Frye. Harcourt Brace Jovanovich, Inc.

Mythology, Edith Hamilton. Mentor paperback.

"Fearful Symmetry," 27 min. color film. Pyramid Films, Box 1048, Santa Monica, Calif. 90406 Rental $25.00.

Any resource books or collections of myths available in the school.

Student Information No. 30

Teaching Strategies

1. Show sound filmstrip, "Albert Camus," as a springboard to discussion. (If filmstrip cannot be secured, teacher may discuss Camus' search for a pattern to life and read his famous essay, "The Myth of Sisyphus.")

4. Show "Fearful Symmetry" providing students with these discussion questions:
   What are myths, how do they influence thought and shape action?
   How do myths influence advertising?
   How do they influence the literary and fine arts?

6. Suggest students keep a notebook and provide Student Information Sheet of items to put into the notebook.

8. Schedule free reading time for students to choose a favorite myth for an oral report.

10. Group students for giving oral reports.

14. Assign the reading of "Baucis and Philemon."

16. With "Baucis and Philemon" as background, ask students to read and write their commentaries on Acts 14: 8-18.

18. Provide time in class for individual work on notebooks.

20. Discuss with students the fad today of asking, "Who am I?" Have them read the Greek myth, "Phaethon" from the point of a young man's quest for his true identity and a dream that turned into a nightmare.

23. Ask each student to read ten myths that have not been read and write a paper about the qualities that are common to most of the characters in them. What experiences did they share? What relationship can be drawn between their search for patterns for life and the search today? Why do readers today, who know myths are just the products of man's imagination continue to enjoy them?

25. Group students for rewriting a myth using a modern setting. ("Phaethon" could be transferred into a modern myth, easily.)

This study may be used as a nine-week multi-elective or used in parts in any regular English class.

Learning Activities	Evaluation
2. Discuss questions that are an outgrowth of viewing filmstrip or teacher reading: Is there an orderly pattern to life? Can man control his own life pattern or do outside forces shape his destiny? Should man just accept what he calls fate or the will of the gods, or should he strive to control his own actions? Discuss any other questions students wish to raise.	
3. Each student decides if Sisyphus would have been content if his boulder had stayed atop the mountain and write a short explanation to uphold his decision. Proofread and hand in.	Teacher checks explanatory papers.
5. Discuss questions and suggest any facts brought out in film that seem important to record in notebooks for future reference.	
7. Study Information Sheet and start notebook.	
9. Read, choose favorite myth, and prepare for oral report being sure to relate myth to man's search for meaningful patterns.	
11. Give oral reports in small groups, then choose one from each group to give report to whole class.	
12. Those chosen give oral reports to class.	
13. General class discussion on how man, the myth-maker, writes and uses literature in developing a mental pattern for living.	
15. Read and discuss. Pin-point the area or town in which the myth is set.	
17. Read, write commentary, and hand in.	Teacher checks commentaries.
19. Work on notebooks, using Student Information Sheet.	
21. Read, then discuss in small groups.	
22. Finish notebooks and put on display.	Teacher checks on stucents understanding of man's search for patterns.
24. Each student reads, writes, and presents paper in small groups, then hands in.	
26. Each group chooses a myth and transfers the concept into a modern day myth.	Students evaluate one anothers' work and arrange in display.

LITERATURE OF THE AMERICAN INDIAN (IV)

Emphasis:
American Indian literature.

Learning Objective:
The student will search for sources of Indian literature; compile his findings for sharing with classmates, identify the rich traditional literary values of Indian poetry, legends, myths, and stories; discover the strong bond between literature and the Indian's daily life, and read and discuss some of the works of modern day Indian writers, emphasizing those of Oklahoma.

Suggested Materials:
The Whispering Wind, Poetry by Young American Indians, edited by Terry Allen, Doubleday and Company, Inc. Garden City, New York, 1973.

Arrow IV, Creative Writing Project of the Bureau of Indian Affairs United States Department of the Interior, edited by Terry Allen. 1972

The Magic World: American Indian Songs and Poems, edited by William Brandon.

Indian Oratory: Famous Speeches by Noted Indian Authors, compiled by W. C. Vanderwerth. University of Oklahoma Press.

Materials brought in by the students (books, stories, poems, songs, records)

Pueblo Boy, a film, Ford Motor Company, Educational Affairs Department. The American Road, Dearborn, Michigan 48121

Recordings from the Library of Congress Music Division, c/o Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

State textbooks with Indian literary selections

A Guide for Teachers and Librarians with Suggestions for Teaching Indian Students, Oklahoma State Department of Education, Curriculum Improvement Commission

Teaching Strategies

1. Arrange a display of Indian art work, pottery, weapons, a chart of Indian sign language, and some short Indian poems.
2. Read some selections from *The Whispering Wind* or *Arrow IV*.
4. Show film, *Pueblo Boy*.
6. Play recordings of Indian music, poems, and songs.
8. Provide library time for students to search for sources of Indian literature.
9. Suggest such authors as N. Scott Momaday and James Welch and editors of Indian anthologies such as Terry Allen, Stan Steiner, William Brandon, W. C. Vanderwerth, Virginia Armstrong, Alice Marriot, and Carol Rachlin.
11. Read or have students read Maggie Culver Fry's "Water Witch Widow."
13. Provide students with copies of poetry written by other students at the Institute of American Indian Arts (Literary Cavalcade. Nov. 1966).
15. Ask each student to be responsible for an Indian myth, short story or two poems to be used by small groups in identifying rich traditional literary values. Also, ask them to bring in any current information about Indians.
17. Ask students to write a paragraph discussing, according to their own interpretation, the strong bond between literature and Indian daily life.
19. Provide time for student reading of modern day Indian writers.
21. Encourage students to choose a project and prepare to present it to the class. It could be a report on the drama, *Tsa-La-Gi*, presented at Tahlequah each summer. (Article in Oklahoma's *Orbit*, Aug. 8, 1971) on Cherokee Village, Tahlequah, museum and village at Anadarko, etc.
23. Encourage students to write a poem, myth, or legend in the Indian style.
25. Assign a paper: "Ancient vs. Modern Ways and Traditions of the American Indians."

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This study may be used as a nine-week phase-elective.

Learning Activities	Evaluation
3. Discuss selections read and share present knowledge about Indian literature.	
5. View and discuss film, drawing comparisons between ways and traditions in the film and ways and traditions of Oklahoma Indians.	
7. Listen to recordings and discuss any personal experiences they may bring to mind.	
10. Begin sharing findings by reading orally in small groups some appealing selections, discussing in class some selections, and making a complete list of literature found by compiling everyone's find.	
12. Discuss "Water Witch Widow."	
14. In small groups, read and discuss poetry. Each group chooses a selection and a reader and prepares background music for an oral interpretation to be presented to class.	
16. Listen in small groups to each student's selection and together write a paper identifying the literary values. Choose one student from each group to present the paper to class. Continue during rest of study to bring in media reports from magazines, newspapers and radio or TV.	
18. Write paragraphs, proofread, and hand in.	Students and teacher rate participation in learning activities.
20. Discuss in small groups, books read.	Students rate the performance in the light of the learning objective.
22. Give project reports.	Teacher evaluates papers handed in and reads some contributions to build on success.
24. Those who do creative writing share through reading or display.	
26. Write papers to hand in.	Some papers may be displayed.

(If teacher or any of the students can arrange for guest Indian speakers during the study, they should do so.)

"BOOK OF RUTH," THE SHORT STORY IN THE BIBLE (IV)

Emphasis:
Identifying the elements of structure (form) in the short story: the artful arrangement of language, plot, and ideas.

Learning Objective:
The student will be able to illustrate that structure is an integral part of the meaning of a literary work as measured by his ability to isolate elements of structure in the story and explain either orally or in writing how these elements relate to each other and reveal the meaning of the work, and will display a positive attitude toward the *Bible* as a source of literary masterpieces as measured by his willingness to read independently other selections from the *Bible*.

Suggested Materials:
Bible containing "Book of Ruth"

Films, filmstrips, records on or related to the "Book of Ruth".

Information Sheet for Student No. 28

Teaching Strategies

1. Assign to students the close and careful reading of the "Book of Ruth" in the *Bible*.
2. Discuss with students structural elements of the short story (kind of language used and types of sentences; the movement of plot or placing; the division of action or proportioning; the point of view and tone; and sequence of images and ideas).
3. Show filmstrips of the elements of structure of the short story.
4. Show available films, filmstrips, and slides on the story of Ruth. (Example: "Land of the Old Testament," Moody Institute of Science. Check audio-visual catalogs of school system, city library, and local church libraries.)
5. Play record, "The Story of Ruth" as read by Clare Bloom, Educational Record Sales.
6. Read and discuss poem, "Boaz Asleep" by Hugo.
7. Require that each student (individually or in a group) participate in a unit project.

Learning Activities	Evaluation
8. Students volunteer to demonstrate to the class the assembly of parts to make a meaningful whole. Example: Put together a model airplane to show that only when all parts are together does the "thing" mean *airplane*.	
9. Chart the four divisions of the action in the story by listing the verse numbers for each part. Discuss the proportioning of the events relative to the importance of each in the whole scheme.	
10. Discuss the frequent use of "and" as a beginning word of sentences. Examine chapter one for sentence length, the predominance of use of complex sentences, and the use of sentences in dialogue. Decide what the combined effect of this is.	
11. Rewrite chapter one without any dialogue. Compare to the original. Arrive at an answer to the question: What changes in structure and in meaning is apparent.	
12. Discuss the reasons that Ruth's hardships in the introduction of the story and her marriage and motherhood are limited to a total of six verses. Write a detailed description of one of her hardships. Decide what the result of your addition would have on the meaning or message of the story.	
13. Write a different ending for the story of Ruth: the elders refuse permission for the marriage; Ruth decided to return to Moab; Ruth was barren. Write an additional paragraph explaining how the new ending changes the meaning of the story.	
14. Change the point of view in the story from that of omniscient author to first person: Boaz, Naomi, one of the elders. In an oral report to the class discuss what changes this brings to the meaning of the story.	Teacher gives credit for papers or oral reports included in student activities.
15. Prepare a project selected from a list supplied by the teacher or from a teacher-approved idea of the student.	Students rate unit projects. Teacher gives and grades essay tests.

A STUDY OF WAR LITERATURE (IV)

Emphasis:

War reflected in literature

Learning Objective: Through reading, discussion and individual research, the student will contrast and compare literature arising from periods of military conflict between nations and within nations and will arrive at a thesis statement satisfactory to him at the moment and will develop the statement in writing.

Suggested Materials:
Literary selections and recordings similar to those listed under the teaching strategies for this particular plan.

Teaching Strategies

1. Enlist student help in choosing what wars to include in the study and in making an outline of the literature to be covered during the nine weeks. (This plan resulted from students choosing to begin with the American Civil War and to continue through literature of World War I, World War II, the Korean conflict, and the Vietnam confrontation.)
2. Provide students with copies of outline and learning activities as they are needed. (If teacher has the patience, students may be involved in working out the activities.)
3. Act as advisor during entire study and administer tests.

Part I. The American Civil War
Readings: John Gay, *The Sentry*; Stephen Crane, "War Is Kind," "An Episode of War;" and "The Upturned Face"; Ambrose Bierce, "The Coup de Grace," and "A Son of the Gods"; Saul Levitt, *The Andersonville Trial*; Walt Whitman, "Vigil Strange I Kept on the Field One Night," "A Glimpse of War's Hell-Scenes," and "The Real War Will Never Get into the Books."

Part II. World War I
Readings: Edward Streeter, "Letters from a Rookie" from *Dere Mable*; Albert P. Terhune, "The Wildcat"; Edward Ellsberg, "Queenstown Patrol" from *S-54*; Quentin Reynolds, "The Lost Battalion" from *Known But to God*; William March, "The Prisoners" from *Company K*; Erich Remarque, *All Quiet on the Western Front*.

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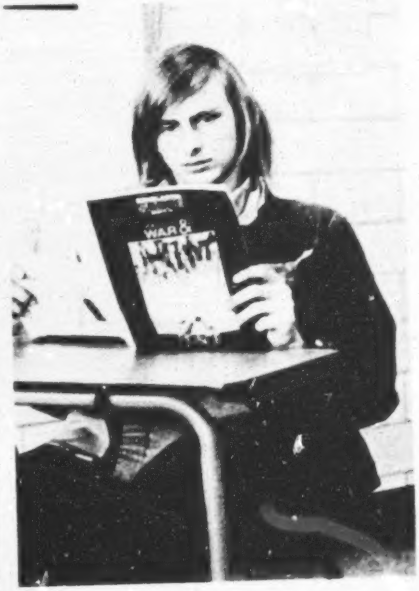
This study is being used as a nine-week phase-elective

Learning Activities

4. Survey selections for American Civil War and discuss possible projects to work on for evaluation. Oral and written reports may be on anything connected with war: battles, background, novels, poetry, music, etc. Student may choose to express his original interpretation of the war theme by writing a short story or poem or by depicting the interpretation through an art form.
5. Choose a project, complete it, and present it to the class before end of Civil War study.
6. Read on own time all selections listed that are not read in class.
7. Share with classmates any free reading on the topic done during study or any mass media references or programs related to study.
8. Choose parts and read *The Sentry* and discuss.
9. Volunteer reads the poem, "War Is Kind" and all discuss the irony of the title and raise questions about the ideas reflected in the poem.
10. Listen and react to a recording of "You Are There: The Battle of Gettysberg" and a recording of Civil War music as recorded by the Morman Tabernacle Choir.
11. Decide who will take parts for *The Andersonville Trial*, read, and discuss.
12. Volunteer reads orally a Whitman poem and one of the essays to the class.
13. Taking notes, review each author's background, his attitude toward war, and, if his writing has characters, the attitude of the characters toward war; then compare the authors and their writings. Use notes for discussion in small groups.
14. Repeat activities 4, 5, 6, and 7 for World War I selections.

Evaluation



Teacher and students rate participation in discussions.

Teacher and students evaluate individual projects.

Teacher grades objective and short essay tests over each part of the total study.

Teaching Strategies

15. Group students for discussion of all reading.

Part III. World War II

Readings: Anne Frank, "Waiting in Darkness"; John Hersey, "Nine Men on a Four-Man Raft"; Ernie Pyle, "Mountain Fighting"; Herman Wouk, *The Caine Mutiny Court Martial*.

Part IV. The Korean conflict

Readings: Iacland Marmur, "The Bloodstained Beach"; James A. Michener, "Mayday!" from *The Bridges at Toko-ri*; Glen Ross, "Bang the Drum Slowly" from *The Last Campaign*; and Rod Sterling, "The New Weapon" from *The Rack*.

Part V. The Vietnam confrontation

Readings: Robert Bly, "Driving through Minnesota during the Hanoi Bombings"; Lt. Robert F. Frishman, "I Was a Prisoner in Hanoi"; and Ron Cowen, *Summertree*.

Part VI. The Last War?

Readings: Stephen Vincent Benet, "Nightmare for Future Reference"; Henry David Thoreau, "Battle of Ants"; and James Thruber, "The Last Flower."

16. Assign as a wrap-up for the unit a theme to be written by each student supporting any thesis statement he wants to make about war.

Learning Activities

17. View and discuss the film, "Over There."

18. Volunteers read orally "The Prisoners."

19. Discuss each author and his work. Compare the authors and their portrayals of war.

20. Compare and contrast the German soldier's feelings, attitudes, dreams, terrors, etc., with the American soldiers studied so far.

21. Compare and contrast Part I and Part II.

22. Listen and react to a recording of World War I.

23. Repeat activities 4, 5, 6, and 7 for World War II.

24. Volunteers read aloud "Waiting in the Darkness."

25. View and discuss the films, "World War II" and "End of Liberty."

26. Listen and react to the recordings, "This Is the Army, Mr. Jones," "N.Y. Times on Isolation," "F.D.R.'s War Message," and "Ernie Pyle."

27. Review each author. Compare and contrast these World War II authors and their works.

28. Group and discuss literary interpretation of World War II.

29. Repeat activities 4, 5, 6, and 7 for Korean conflict.

30. Volunteer students read orally "The New Weapon."

31. Review each author, his purpose, and his viewpoint on war as stated through his characters. Point out any parallels among any authors studied.

32. Choose one author and write a theme using above criteria.

Learning Activities

33. Repeat activities 4, 5, 6, and 7 for Vietnam confrontation.

34. Volunteer reads the poem by Bly and all discuss.

35. Decide on readers for parts for play *Summertree*. Read and discuss the play.

36. In small discussion groups compare and contrast each author and his selections.

37. Form groups and review each part of the study and list the most outstanding points of each. Note and list any parallels and those points that are true for any war. Make a display list of the outstanding points.

38. Student volunteer reads Benet's poem. Read other two selections in class.

39. Decide by means of class discussion if the points made by these three authors are valid as compared to the students' own displayed list.

40. With study as background, discuss these questions: Is fighting necessary? Can man never escape the clutches of war? Is combat on a battlefield a part of human existence?

41. Each student arrives at a thesis statement about war and writes a theme supporting the statement.

Evaluation

Teacher grades final papers.

AMERICAN FRONTIERS (IV)

Emphasis:
Reading, evaluating, comparing, writing, listening, viewing, discussing and oral reporting.

Learning Objectives:
The student will explore the fact that the American frontier tradition has a strong influence on attitudes today and with the land settled this pioneering spirit has been re-directed to new areas, by studying the nature of the westering urge, its effects on individuals, on the literature of the time, and on American values.

Suggested Materials:
Teacher Information Sheet No. 31

Films centered around American frontiers

Recordings brought in by students

Teaching Strategies

1. Present broad view of frontiers beginning with followers of Cortez in the Southwest and early settlers on the East Coast to the Westward Expansion, then on to the present space program, the concern about over-population, and the ecology dilemma. Set up themes to follow what interests the class. Possibilities might be early settlers of the Eastern States, The Westward Expansion, endless frontiers.

2. Give students copies of books available in classroom and library. Teacher Information Sheet No. 31 will be helpful. Ask students, early in the course, to choose an American frontier character or an author and to become an authority on the one chosen.

4. Set guidelines on compositions and reports on extra readings.

6. Review, briefly, life of each author as stories are assigned. Invite students to give some reviews.

9. Provide copies of materials not available in classroom sets.

10. Provide time for students to read stories in class if there are limited copies. Assume role of advisor during rest of study.

19. Review students on functions, deductions, pros and cons, and justified conclusions of argumentative writing.

This study is being used as a nine-week phase-elective.

Learning Activities	Evaluation
3. Each student decides what phase of frontier study interests him most. Interact about several different areas, requesting teacher interpretation and knowledge if needed. With the help of teacher, develop ideas for course of study.	
5. Keeping in mind what qualities were important for people to possess who settled new lands, begin collecting ideas for composition to present views of desirable qualities for any frontier.	
7. Read all assigned materials, plus extra materials available in class if time permits. Keep notebooks with notes on materials read, points made in class discussions, and evaluations of questions raised in class.	
8. Select books to be read for reports. Use bibliography provided by teacher or other books that the teacher approves as belonging on the American frontiers study.	
11. Discuss whether or not the frontier spirit still exists after reading "The Leader of the People."	
12. Compare and contrast Bradford's "They Knew They Were Pilgrims" with Benet's poem, "Western Star."	
13. View film, *18th Century Life in Williamsburg*. In a composition, compare this life with what has been read about the Pilgrims. Discuss different philosophies of the Planter and the Puritan societies.	
14. Listen to record of "Meditation Six." Discuss this poem in small groups.	
15. Discuss reasons settlers were barred from crossing the Appalachians and share any readings that touch on these reasons.	
16. After reading "Customs and Culture," write a paragraph comparing one phase of frontier customs, such as medicine, religion, or social life, with that of today.	

Learning Activities	Evaluation
17. If time permits, read in class *The Crucible* by Arthur Miller. Divide into groups to write reports comparing the persecutions related in *The Crucible* with forms of persecution that exist today.	
18. View films, *Westward Movements II* and *III*. Discuss reasons why man wanted to go West.	
20. Write a short theme, using argumentation, on this statement: Those who remained in the East in the mid 1800's were less courageous than those who went West. Read themes and discuss in small groups.	
21. Discuss stories individually and in relation to broader questions established by class.	
22. Choose a project. Suggestions: 1. Bring Western folk songs to class for playing or singing to add interest. 2. Bring poems that apply to Westward Movement for oral interpretation in class. 3. Prepare an art display that relates to American frontiers. 4. Tape an older person's telling of his part in early days in Oklahoma and share it with the class.	
23. After reading "The Wild, Wild West," discuss fictional presentation vs. true accounts of so-called Western heroes.	Teacher may check interpretation and knowledge of materials read through objective testing.
24. Discuss frontiers as a state of mind that still exists. Write a composition on today's frontiers.	Students rate participation in discussions.
25. Discuss, in small groups, each of the stories read about frontiers of our century. Make some contrasts between frontiers of this century and other times.	Students evaluate each other on display of materials. Students rate each other on participation in group projects.
26. Bring to class general information about frontiers in space, share, and discuss.	Teacher evaluates oral reports. Teacher checks notebooks for content.
27. Those who wish may give special reports for extra credit.	Teacher checks subjective writing for content.

CREATING LEARNING ACTIVITY PACKETS

WHY DEVELOP A PACKET?

Using learning activity packets has both good and bad features:

1. You can use learning packets to "individually-prescribe" work for a deficient skill in one or several students without having to take class time to work on the problem area when the rest of the class is proficient in that skill.

2. With the self-assessment items in each packet, the student can evaluate himself periodically; this will not only enable him to see immediately his individual rate of progress, but it will free you from making these assessments.

3. Since students learn at different rates, the packet can enable him to progress at his own rate. Thus, if a student misses an exercise done in class or if he cannot keep up with (or can go faster than) the rest of the class, the packet offers him the advantage of self-paced learning.

4. The learning packet is a most efficient means to implement the concept of Mastery Learning. If the student does not acquire the skill the first time, he can repeat the learning activity (or do alternate ones) until he is proficient.

HOWEVER

1. Developing learning activity packets takes a great deal of time and effort. If you can collaborate with other teachers or if you can coordinate your learning activities with other available sources, you can minimize this difficulty, but they are not easy to create.

2. The concept of learning packets does not work with every type of student. They are not the panacea that some people think. If the student is not goal-oriented or if he cannot see the need for the skill the packet teaches, procrastination will render the packet useless to him.

3. After you have developed a few packets and used them successfully with your students, you will become dissatisfied with the texts you're currently using. This can be bad!!

If, however, you feel the good outweighs the bad, read on . . . .

A BASIC PATTERN FOR LEARNING ACTIVITY PACKETS

1. Rationale
2. Performance Objectives
3. Prerequisites
4. Pre-test Assessment
5. Learning Activities
   (incorporating Self-Assessment items)
6. Post-test Assessment

1. Rationale:

The rationale states the purpose of the packet and provides the motivation for completing it. Specifically, it clarifies *what* skill(s) the packet teaches and *why* learning these skills is important to the student. The rationale should set the tone of the entire packet by being direct and to the point, yet also conversational and written *to the student*.

2. Performance Objectives:

The second section lists the *specific* objectives which the student is expected to acquire through his packet. Since the packet is for the student, the objectives should be written from *his point of view*.

If you are writing your objectives in behavioral terms, they should clarify each of the following:

1. Who is the performer
2. What is he to do
3. What limitations are placed on him
4. What is he given during assessment
5. What constitutes successful performance

EXAMPLE:

Upon completion of this packet, you will be able to supply 80% of the missing punctuation in a given passage, adding no more than 5 marks which do not belong and completing the passage in 5 to 10 minutes.

NOTE: Even if you are not writing behavioral objectives, you must state the objective of the packet activity in clear, precise and unambiguous terms. Then the student will know exactly what he is to do and how well he is expected to perform.

3. Prerequisites:

If there are any activities and/or competencies necessary to prepare the student for his packet, they should be indicated.

4. Pre-Test Assessment:

The pre-test determines the student's level of competency *before* he completes the packet. If you know this level you will be able to assess more accurately his improvement *following* the learning activity. This data is also helpful in evaluating your packet's effectiveness.

NOTE: Your pre-test and post-test items must measure the skills actually taught in the packet and named specifically in the objectives. If they do not, the data you derive from these assessments will be invalid.

5. Learning Activities:

The bulk of your learning activity packet is devoted to those activities which teach the skill called for in the objective. When you are setting up these activities, keep the following ideas in mind:

1. *Keep verbal explanation to a minimum.* If your packet is to be superior to most available textbooks, it must utilize instructional material other than printed explanation. Cartoons, drawings, supplemental tapes and slides, films etc. can offer a variety which is appealing to a broad range of interests and levels of response.

2. When you are writing instructions and explanations, keep upmost in mind that you are writing *to the student* on *his* level and using terms etc. that *he* understands and responds to favorably. Relax and write to him just as if you were talking to him. The second person pronoun (a prevalent but absurd taboo in "good" writing) is the best approach here.

3. Sequence your learning activities just as you would in a lesson plan for a class: beginning with the more basic and building to the more complex activities.

4. Along with your instructional activities, provide several periodic *SELF-ASSESSMENT* tasks along *with the answers.* These help the student assess his own progress and hopefully give him frequent incentives along the way. If they are cumulative in nature, you are also reenforcing previous learning by incorporating skills acquired earlier.

5. Remember that you can save time developing this section of your packet if you can incorporate or coordinate other sources of information with your own instructional activities. Ideally the packet is an independent instructional unit, but you may find it more expedient and effective to utilize these other sources to.

6. Post-Test Assessment:

The importance of this last item is obvious: it assess the student's improvement and the effectiveness of your packet's learning activities.